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ABSTRACT

The report describes a project to identify the teaching competencies necessary for vocational teachers of Ohio's special needs students. Project activities and accomplishments are reported according to the three phases of the project. The first phase involved the identification of 112 teacher competencies, and the information in this section pertains to the activities and responsibilities of project personnel and includes the final list of teacher competencies. The materials in the second section relate to the major activities of phase 2, which were the distribution of the competency survey and the reporting of the preliminary results. Cover letters, survey instruments, competency identification procedures, and the results of the survey presented in the form of frequency tables are contained in this section. The third phase was designed to report the project findings. Included within this section is information relative to the two-day teacher education conference and evaluation and statistical analyses of teacher and supervisor responses represented in tables according to the currently operating Ohio program areas of occupational work experience, occupational work adjustment, and special needs program. Project results, conclusions, and recommendations as presented to the conference participants are also included. (NJ)

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Supplemental Document of the EPDA Project 74122

"IDENTIFICATION OF PROFESSIONAL COMPETENCIES NECESSARY FOR TEACHERS OF DISADVANTAGED AND HANDICAPPED YOUTH"

Project Director - Leonard Albright
Assistant Director - Charles Nichols
Project Coordinator - James Pinchak

Department of Vocational Education
Kent State University
Kent, Ohio

August 31, 1975

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Introduction

From July 1, 1974 through August 31, 1975, Kent State University, in cooperation with the Ohio Department of Education, Division of Vocational Education, under the provisions of EPDA Part F, section 553, sponsored and conducted the project, "Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth." The purpose of this project was to identify the teaching competencies necessary for vocational teachers of special needs youth.

The purpose of this document is to furnish the reader with additional information concerning the operation of EPDA project 74122. Specifically, this document contains 1) an overview of the project, 2) the materials developed during Phase I and II of the project and 3) Phase III information, the teacher education conference and statistical results of the competency survey by program area.

VT 107 967

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Summary of the EPDA Project in Vocational Education
July 1, 1974 through August 31, 1975
Kent State University
Kent, Ohio

"Identification of Professional Competencies Necessary for Vocational Teachers of Disadvantaged and Handicapped Youth"

EPDA 74122

THE NEED: There was an immediate need for professional efforts to be focused upon the identification and implementation of a curriculum that speaks directly to the needs of teachers who are responsible for developing quality programs for youth with special needs.

THE PURPOSE: The purpose of the project was to implement a system which would address the above needs; specifically this project identified the competencies necessary for successful teaching. Subsequent research is needed to develop and implement a competency-based teacher preparation program, based on the findings of this project.

THE OBJECTIVE:

1) To involve state staff personnel and local teachers in the identification of professional competencies essential to successful teaching.

2) To develop a list of professional competencies necessary for being a successful teacher of disadvantaged and handicapped youth.

3) To train teacher educators in the process of identifying teacher competencies and the utilization of these competencies in pre-service and in-service teacher training programs.

THE PARTICIPANTS: The competencies were identified by two consultant committees. The first committee, the teacher consultant committee, consisted of fifteen teachers representing the programs presently serving the majority of Ohio's disadvantaged and handicapped youth: Occupational Work Experience (OWE), Occupational Work Adjustment (OWA), and Special Needs Program. Five representative teachers were selected from each group. The second committee, the State Staff Consultant Committee, consisted of six state members. The members represented Ohio's OWA, OWE, and Special Needs Program.

The list of competencies were evaluated by teachers, teacher educators and supervisors in all three programs. The results of the total project were presented to a select group of teacher educators and state supervisors in a two-day August workshop.

Project Director - Leonard Albright

Project Coordinator - Jim Pinchak

P H A S E I

The first phase of the project involved the identification of teacher competencies by the project staff, the teacher consultant and state consultant committees. The information included within this section pertains to the:

A) Activities and Responsibilities of Project Staff,

B) Teacher Consultant Committee Roster, Selection Materials, Meeting Schedule, Sample Agenda and Materials to Assist Committee Activities,

C) State Consultant Committee Roster, Schedule of Meetings, Sample Agenda and Committee Recommendations.

EPDA Project Staff

Project Director -

Leonard Albright, who is currently employed by Kent State University through the State Department of Education, as Teacher Educator for the O.W.A. programs in Northeastern Ohio, will be the Project Director. The job of directing this project will be an additional assigned responsibility.

Duties of Director:

1. Provide project coordinator with a thorough orientation to the goals and activities of the project.
2. Assist the project coordinator in organizing consultant committees.
3. Assist in the coordination of project activities.
4. Coordinate project evaluation and dissemination of project results.
5. Responsible for project budget and allocation of monies.
6. Assist project coordinator in organizing and conducting a two-day teacher educator workshop.

Assistant Director -

Dr. Charles W. Nichols, Chairman of Vocational Education Department of Kent State University, will be Assistant Director of the project.

Duties of Assistant Director:

1. Fiscal Agent for Project
2. Ex officio of the State Staff Consultant Committee

Project Coordinator -

G. James Pinchak, who is currently a graduate assistant at Kent State University and on a leave of absence from the Cleveland School System, will be the Project Coordinator.

Duties of Project Coordinator:

1. Conduct research in the area of competency-based instructional programs.
2. Assist in the selection of project consultants.
3. Initiate and disseminate communications to project participants.
4. Conduct and coordinate consultant committee meetings.
5. Arrange for facilities, equipment and supplies.

6. Keep necessary records.

7. Arrange for classroom visitations.

8. Responsibility for project evaluation and assist in the dissemination of results.

9. Provide necessary training for project consultants.

10. Assist in two-day workshop for 50 teacher educators.

EPDA Teacher Consultant Committee
Roster

Name	Home Address	School Address
Eddie Anderson (Special Needs)	17710 Chagrin Blvd. Shaker Hts., OH	Central Catholic H.S. Baxter & Forman Ave. Cleveland, OH 44105
Reginald Broadnax (OWA)	5844 Rhoads Road Kent, OH 44240	TED Program 121 Education Bldg. Kent State University
Edmund Butler (OWE)	31271 Arthur Road Solon, OH 44139	Independence High School 6111 Archwood Independence, OH 44131
Beatrice Chicoine (Special Needs)	812 Frederick Blvd. Akron, OH 44320	Manpower Center 2640 East 31st St. Cleveland, OH 44115
Charles A. Dubinski (Special Needs)	1219 Niles-Cortland Rd. S.E. Warren, OH	Trumbull Co. Auto Training 2678 Niles-Cortland Rd. Cortland, OH
Mary Ellen Feeman (Special Needs)	2057 Carlisle Drive Uniontown, OH 44685	1082 S. Main St. Akron, OH 44301
James Hinkle (OWA)	208 Dorland Ave. Berea, OH 44017	Shiloh Jr. High School 2303 Grantwood Drive Parma, OH 44134
Jane M. Lieb (Special Needs)	1560 South Hametown Rd. Copley, OH 44321	Rex Lake Pre-Vocational Academy for Girls Rex Lake Road Akron, OH
Russell E. Lynch (OWE)	33153 Redwood Blvd. Avon Lake, OH 44012	Avon Lake High School 175 Avon Belden Road Avon Lake, OH 44012
Terrance Smith (OWE)	479 Roosevelt Ave. Cuyahoga Falls, OH 44221	Rootstown High School 4091 State Rt. #44 Rootstown, OH
Kenneth Tate (OWA)	209 Best Street Berea, OH 44017	Middleburg Hts. Jr. High 7247 Big Creek Pkwy. Middleburg Hts., OH 44130
Robert R. Williams (OWE)	1632 Slusser Rd. Akron, OH 44305	Tallmadge High School 484 East Ave. Tallmadge, OH 44278
Brian J. Wolf (OWA)	1661 Thalia Ave. Youngstown, OH	Canfield High School 600 Cardinal Drive Canfield, OH 44406

EPDA Teacher Consultant Committee
Page 2

Name	Home Address	School Address
Andrew Dimitriou (OWA)	3436 Bentwillow Lane Youngstown, OH 44511	Science Hill School 935 Liberty Road Youngstown, OH 44505
Helen Wade (OWE)	3766 Beacon Drive Beachwood, OH 44422	John Hay High School 2075 E. 107th St. Cleveland, OH 44106

Teacher Consultant Position

TO: Selected Teachers of Ohio's Special Needs Programs

FROM: Jim Pinchak, EPDA Project Coordinator
Vocational Education Department, Kent State University

SUBJECT: Participation in Teacher Competency Project

DATE: September 16, 1974

The Kent State University Department of Vocational Education is in the process of conducting a project designed to identify the competencies necessary for teachers of Ohio's vocational work experience programs.

As we discussed, you have been highly recommended by your university teacher educator to serve as a consultant to this project. There will be a total of 15 consultant committee members. As a consultant member, your responsibility will be to assist the project coordinator in the process of identifying and analyzing teacher competencies.

To achieve the above task, the consultant committee will need to meet at least nine (9) times during the school year. These meetings will be conducted in the evenings and occasionally on Saturdays. Each consultant will receive a $200.00 stipend and will be reimbursed for mileage to and from the meeting site.

As stated previously, you were recommended by your teacher educator as a person who would greatly contribute to the goals of this project. You are not, however, required to accept this consultancy. Consultant participation is strictly voluntary and you have the option to withdraw at any time. I would also like to add that your performance as a consultant is independent of your teaching position. Information concerning your performance as a consultant committee member will be shared with your local school district only at your request.

If you are willing to be a consultant committee member, please complete the attached form and return to me by October 1, 1974. If you have any further questions, please feel free to contact us at Kent State University, 413 Education Building, Vocational Education, Kent, OH 44242, (216-672-2928).

Enclosed you will find a schedule of meetings. If you accept the consultancy, we hope that you do so with the intention of attending every meeting.

NAME _____ DATE OF BIRTH _____

HOME ADDRESS _____

_____ HOME PHONE _____

WORK ADDRESS _____

_____ WORK PHONE _____

SEX _____ MARITAL STATUS _____

FORMAL EDUCATION: Undergraduate major _____

minor _____

Graduate major _____

Other _____

LOCATION: Urban _____ Suburban _____ Rural _____

Years of Work Experience (excluding teaching, give dates) _____

Briefly describe each situation _____

_____

_____

Years of Teaching Experience (give dates) _____

Describe Levels and Subjects _____

_____

_____

Years of Vocational Teaching Experience (give dates) _____

Describe Levels and Subjects _____

_____

_____

Describe previous experiences working with or developing teacher competencies

_____

_____

_____

Please indicate in each box the number of months or years of experience you have had in each area.

	OWE	OWA	SPECIAL NEEDS
1. Program Management			
2. Remedial Education			
3. Home-School Work Coordinator			
4. Counseling			
5. Curriculum			
6. Class Management			

Consultant Consent Form
EPDA Project
Kent State University
July 1, 1974-June 30, 1975

I would like to serve as consultant to the Kent State University project "Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth." I am fully aware of the goals of this project and the responsibilities of the teacher consultant member. I am also aware that this acceptance is voluntary and that I have the option, if necessary, to withdraw at any time. I also understand that my performance as a consultant will be shared with my local school district only if I so request it in writing.

_____
Signature

Return to Jim Pinchak by
October 1, 1974

Vocational Education
413 Education Building
Kent State University
Kent, OH 44242

Schedule of Meetings for Teacher Consultant Commitee

1) October 9, 1974 - (Wednesday) Evening meeting for orientation - 6:30 pm
Total group
Election of team leaders

2) October 23, 1974 - (Wednesday) Evening meeting - 6:30 pm
Breakout meeting by service area

3) November 6, 1974 - (Wednesday) Evening meeting - 6:30 pm
Breakout meeting by service area

4) November 23, 1974 - (Saturday) All day meeting - working in individualized groups under team leaders

5) December 7, 1974 - (Saturday) All day meeting:
1/2 day - Breakout meeting
1/2 day - Total group
pay day

6) January 15, 1975 - (Wednesday) Evening meeting - 6:30 pm

7) January 29, 1975 - (Wednesday) Evening meeting - 6:30 pm

8) February 15, 1975 - (Saturday) Meeting to finalize competency list

9) May 21, 1975 - (Wednesday) Evening meeting to report tabulated results of teacher and teacher coordinators response and results of supervisory evaluation

AGENDA
E.P.D.A. Teacher Consultant Orientation Meeting
Kent State University
October 9, 1974

6:30 p.m. - Welcome and Introduction	Leonard Albright Teacher Educator Kent State University Dr. Charles W. Nichols Chairman of Department of Vocational Education Kent State University
7:00 p.m. - Demographic Data Forms	Charles Faires, Bureau of Educational Research Kent State University
7:15 p.m. - Project Overview	Jim Pinchak, EPDA Project Coordinator
7:45 p.m. - Break	
8:00 p.m. - Identifying Competencies and Format to be Used (Group Work)	Jim Pinchak

Phase I

The primary task of the Teacher Consultant Committee will be to identify and analyze the competencies necessary for successful teaching. Every competency must have three components; knowledge, skills and abilities (attitude). The identification and analyses of each teacher competency will be accomplished through the use of a competency specification table.[1] This table will enable the consultants to systematically analyze each competency in terms of the following categories:

Knowledge:
1) Necessary knowledge of terms
2) Necessary knowledge of facts
3) Knowledge of rules and principles

Skills:
4) Skills in using processes and procedures

Abilities:
5) Ability to make translations
6) Ability to make applications

[1] Benjamin Bloom, J. Thomas Hastings, George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning, (New York: McGraw-Hill Book Company, 1971)

TERMS

Application - The use of abstractions in particular and concrete situations.

Behavioral Objectives - Specific statements which specify the exact performance expected of a student.

Competency - Skills, abilities, knowledge and attitude required for a teacher to succeed in a particular role or at a particular task.

Knowledge - Involves the recall of methods and processes or the recall of a pattern, structure or setting.

Skills - Refer to organized modes of operation and generalized techniques for dealing with materials and problems.

Translations - Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from language or form of communication to another.

BEHAVIOR COMPETENCY OUTLINE

Instructional Areas: (Please Circle)

Program Management -- Remedial Math -- Remedial Reading

Home, School, Work, Coordination -- Counseling -- Curriculum -- Classroom Management

Group Name: (Please Circle)

OWA
OWE
Special Needs
State Staff

Identify and List the Behavioral Competencies needed for Effective Performance in the Specific Area Circled Above	List an example for each of three levels or components of the competency (Knowledge, Skills Ability or Attitude)	Examples of Activities and Experiences designed to Develop each Competency	Means of Evaluation to Determine Degree of Attainment for each Competency

For Writing Behavioral-Instructional Objectives:

Performance Verbs
and
Action Words

Observing

- Identify
- Name
- Construct
- Distinguish
- Identify and Name
- State and Demonstrate
- State
- Describe
- Demonstrate
- Order

Measuring

- Demonstrate
- Order
- State and Demonstrate
- State
- Identify
- Distinguish
- State and Name
- Construct
- Estimate
- Observe
- Name
- Observe and Name
- Identify and Name

Using Space/Time Relationships

- Identify and Name
- Identify
- Demonstrate
- Name
- Arrange
- Construct and Name
- Compare
- State
- State and Demonstrate
- Distinguish
- Construct
- Write
- Demonstrate and State
- State a Rule
- Apply a Rule
- Order

Using Numbers

- Identify
- Identify and Name
- Demonstrate
- Order
- Distinguish
- Distinguish and Name
- Name
- Construct
- State
- Read
- Construct and Name
- Describe
- State and Write
- State and Describe
- State and Demonstrate

Classifying

- Construct
- Describe
- Identify and Name
- Distinguish
- State
- Name
- Construct and Demonstrate
- Demonstrate
- State and Demonstrate
- Identify
- Order

Communicating

- Distinguish
- Name
- Construct
- Identify and Name
- State
- Demonstrate
- Identify and State
- Describe
- Identify
- Draw
- Identify, State and Draw

Predicting

- Construct
- Demonstrate
- State
- State and Apply the Rule
- State the Rule
- Construct and Interpolation
- Construct Predictions

Inferring

- Distinguish
- Construct Inferences
- Identify
- Apply the Rule
- State Inferences
- Construct
- Describe
- Demonstrate
- Construct and State
- Construct Predictions

Interpreting Data

- Describe
- Construct
- Identify
- Identify and Name
- Demonstrate
- Name
- Demonstrate
- State
- Apply a Rule
- State and Apply a Rule
- Construct a Statement of Prediction
- Interpret the Data
- Apply the Law
- Describe and Demonstrate
- Construct Predictions
- Construct Extrapolations
- State Estimations
- State the Rule
- Demonstrate and Experiment
- State an Operational Definition
- Locate
- Order
- Construct and State

Formulating Hypothesis

- Demonstrate
- Construct
- Identify
- Construct a Hypothesis
- Construct and Demonstrate
- State
- Construct Predictions
- Describe

Controlling Variables

- Identify
- State and Demonstrate
- Demonstrate
- Construct and Demonstrate
- Construct Questions
- Describe
- Construct
- Construct and Inference
- Describe Experiments

Defining Operationally

- Construct and Demonstrate
- Demonstrate
- Construct
- Identify
- Construct a Hypothesis
- Draw Representations
- Construct an Operational Definition
- Construct an Inference
- State
- Distinguish

Formulating Models

- Construct
- Identify
- Describe
- Distinguish
- Demonstrate

3

Experimenting

Demonstrate
Construct
Identify
Construct a Hypothesis
State the Rule
Draw the Shape
Construct and Demonstrate
Describe
Distinguish
State an Operational Definition
Describe and Demonstrate
Construct and State
State and Demonstrate
Identify and Name
Apply the Rule
Order
Interpret Data
State

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ROSTER
EEDA STATE CONSULTANTS COMMITTEE

OWA

Jim Casey	Teacher Educator	Ohio State University
Jim Walters	Supervisor	Distributive Education Services State of Ohio

OWE

Brent Wolf	Teacher Educator	Kent State University
Tom Hyde	Supervisor	Trade and Industrial Education State of Ohio

Special Needs

Paul Ledford	Teacher Educator	Kent State University
Richard Macer	Assistant Director	Special Needs State of Ohio

Schedule of Meetings for State Staff Consultants

All meetings will be held at the State Office Building in Columbus

1) October 21, 1974 - (Monday) Orientation Meeting
   Alternate Date Friday - October 18, 1974

2) December 16, 1974 - (Monday) Meeting to Review Progress

3) March 24, 1975 - (Monday) Meeting to Finalize Competency List Before Distribution of the Survey

4) May 19, 1974 - (Monday) Meeting to Report:

   A) Tabulated results of teacher and teacher educator response

   B) Results or supervisory evaluation

   C) Plan two-day teacher educator workshop

AGENDA
EPDA State Staff Consultant Meeting
State Office Building

October 21, 1974

1. Project Overview

2. Project Update

   A. OWA, OWE and Special Needs Conferences

   B. Related Research

   C. Identification of Teacher Committee

   D. First Teacher Consultant Meeting

   E. Project Schedule

EPDA Project
Recommendation of State Staff Consultant Committee

December 16, 1974

1. Expand Communications and Program Publicity

2. Distribution of Survey:
   A) Send directly to teachers (OWA)
   B) Send to local supervisor (OWE)
   C) Send to contact person in each local system (Special Needs)

3. Survey should have State Office letterhead but be sent from Kent State University.

4. Identify and Differentiate between unit and non-unit Special Needs Programs.

5. Organization of Competencies on the Survey:
   A) Random
   B) Sequence by umbrella areas
   C) Split Survey

6. Survey should identify pre-service and in-service competencies

7. Weak Points in Present Competency Development
   A) Coordination schedule
   B) Career Education
   C) Individualized Instruction
   D) School Coordination
   E) Grouping for Instruction
   F) Working with Faculty and Administration
   G) Teaching Activities

8. Identify Competencies that apply only to Teachers of Disadvantaged and Handicapped Youth.

FINAL LIST OF TEACHER COMPETENCIES

COMPETENCY

PROGRAM MANAGEMENT:

1. Estimate cost of materials
2. Implement program modifications
3. Research current trends in business and industry
4. Establish a plan for continuing professional in-service education
5. Assist students in scheduling adjustments
6. Organize a club program
7. Organize an advisory committee
8. Maintain a personal data file for each student
9. Develop a presentation on program philosophy and goals
10. Identify learning disabilities
11. Publicize program in school
12. Publicize program in community
13. Identify personality patterns
14. Conduct a PRIDE review
15. Identify resource people
16. Identify possible field trip sites
17. Complete state reports
18. Identify state and federal guidelines
19. Prepare a budget
20. Develop a filing system
21. Compile accurate, up-to-date records
22. Establish student transportation procedures
23. Develop positive reinforcement techniques

24. Arrange guided field experiences

25. Communicate individual subject goals to faculty and administration

26. Coordinate activities with law enforcement agencies and the courts

27. Organize and/or conduct a local program review

28. Conduct a student follow-up study

29. Conduct an employer appreciation program

30. Develop local program objectives

CURRICULUM:

31. Estimate time sequence for a unit of instruction

32. Develop a unit plan

33. Construct instruments to evaluate instructional objectives

34. Organize a unit of instruction on career education

35. Incorporate deductive thinking into curriculum

36. Incorporate inductive thinking into curriculum

37. Write behavioral objectives

38. Administer appropriate diagnostic tests

39. Utilize results of diagnostic tests

40. Utilize audio-visual aids

41. Incorporate business and industrial manuals in curriculum

42. Utilize results of achievement tests

43. Complete a two-year course of study

44. Organize a weekly plan of instruction

45. Construct a system of reporting student progress to students and parents

46. Locate instructional materials

47. Select instructional materials

48. Contact reading resources and publication houses

49. Construct a lesson plan

CLASSROOM MANAGEMENT:

50. Give a lecture
51. Present a demonstration
52. Conduct a student conference
53. Design and organize the physical plan of a classroom
54. Group students for small group instruction
55. Develop a system of material storage
56. Develop a schedule for cleaning work areas
57. Moderate student discussion of sensitive issues
58. Prepare a schedule of activities
59. Chart student progress
60. Identify emotional factors that affect classroom environment
61. Develop a system of recording attendance
62. Determine effectiveness of instruction
63. Utilize available classroom facilities
64. Operate audio-visual equipment
65. Implement team teaching
66. Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"
67. Employ oral questioning techniques
68. Employ role-playing and simulation techniques
69. Employ project method of learning
70. Establish a student tutoring program
71. Utilize problem-solving strategies

COORDINATION:

72. Construct a procedure for job relocation or rotation
73. Evaluate student progress at a training station
74. Identify entry level jobs in the community

75. Develop a process and a procedure for student selection
76. Conduct a successful home visitation
77. Conduct a parent-teacher conference
78. Establish a policy and procedure for job placement
79. Conduct a teacher-to-teacher conference
80. Coordinate activities with participating schools
81. Develop public relations literature
82. Develop student training plans
83. Inform employer of student in-school progress
84. Inform employers of their responsibilities
85. Inform parents of their responsibilities
86. Involve the family as a primary source of student reinforcement
87. Inform school officials of their responsibilities

REMEDIATION:

88. Identify emotional factors which contribute to reading difficulties
89. Identify intellectual factors which contribute to reading difficulties
90. Assess student reading level
91. Diagnose reading problems
92. Prescribe remedial math activities
93. Prescribe remedial reading activities
94. Assess student comprehension of math concepts
95. Devise alternative methods of grading
96. Incorporate world of work into math instruction
97. Evaluate student reading progress
98. Identify physical factors which contribute to reading difficulties
99. Administer appropriate diagnostic reading tests
100. Diagnose specific reading difficulties

101. Identify educational factors that contribute to reading difficulties
102. Interpret results of vocational tests
103. Devise problem-solving techniques
104. Identify symptoms of drug abuse
105. Locate help for drug related problems
106. Develop value clarification strategies
107. Identifying counseling technique
108. Inform students of scholarships and grants available
109. Conduct orientation for available academic and vocational programs
110. Identify requirements of local vocational programs
111. Assess the ability of individual to modify his or her behavior
112. Direct students into alternative programs

P H A S E II

The major activities of Phase II were 1) the distribution of the competency survey to local teachers and supervisors and 2) the reporting of preliminary results to both teacher and state consultant committees. The materials contained within this section relate to these activities.

"IDENTIFYING TEACHER COMPETENCIES"
a project funded by the federal e.p.d.a act

department of vocational education kent state university kent ohio, 44240

TO: OWA, OWE and Special Needs Teachers

FROM: EPDA Project Advisory Committee
OWA - Jim Casey, Jim Walters
OWE - Tom Hyde, Brent Wolf
Special Needs - Paul Ledford, Richard Macer

SUBJECT: Identifying Teacher Competencies

DATE: April 1, 1975

What competencies (ie. knowledge, skills and abilities) does a teacher need to successfully operate a program like yours?

During this 1974-75 school year, teachers representing Ohio's OWA, OWE, and Special Needs programs, with support from University and State staff personnel, have spent many hours attempting to answer the above question. They have found their task to be highly complex, yet critical for designing pre-service and in-service training programs for professionals, like you, who are responsible for developing quality vocational programs.

The committee of teachers have tackled the difficult task of identifying teacher competencies and now they need your expertise and support! Attached is a list of these competencies. We ask you to carefully examine each statement and indicate (1) the need for the competency and (2) how frequently you use this competency.

It is realized that the attached instrument is rather lengthy and requires considerable time to be accurately completed. If, however, teacher education is to design and implement pre-service and in-service programs geared toward the needs of vocational teachers, your assistance is of vital importance.

Please complete the competency list and return it in the enclosed addressed envelope within 10 days.

Thank you for your continued support and your commitment to providing quality vocational programming for Ohio's youth.

"IDENTIFYING TEACHER COMPETENCIES"
A PROJECT FUNDED BY THE FEDERAL E.P.D.A. ACT

DEPARTMENT OF VOCATIONAL EDUCATION KENT STATE UNIVERSITY KENT, OHIO 44240

TO: Special Needs Program Administrators

FROM: EPDA Project Advisory Committee
Special Needs - Richard Macer, Paul Ledford
OWA - Jim Casey, Jim Walters
OWE - Tom Hyde, Brent Wolf

SUBJECT: Distribution of Teacher Competency List to Special Needs Teachers

DATE: April 1, 1975

What competencies (ie., knowledge, skills and abilities) are necessary for teachers of special needs programs?

It is imperative that this question be answered if we are to develop quality pre-service and in-service teacher training programs in the State of Ohio.

We need your assistance! Enclosed are individual addressed envelopes for each of your special needs teachers. Within each envelope is an explanation of the teacher competency project, a demographic form and a competency survey. Each survey asks the teacher to rate the list of competencies according to their perceived importance and frequency of use. Please distribute one envelope to each of your special needs teachers. Encourage each teacher to complete the survey and demographic form, and mail them within the next ten days.

If you need additional surveys, please feel free to contact Jim Pinchak at Kent State University (216-672-2928) and he will supply you with the necessary amount.

Thank you for your continued support and your valuable assistance with this project.

EPDA TEACHER COMPETENCY PROJECT
TEACHER DEMOGRAPHIC MATERIAL

[1] Card No. _____ [2-4] I.D. No._____

OPTIONAL:

NAME:_____

SCHOOL/WORK ADDRESS:_____

POSITION:_____

CITY:_____ COUNTY:_____

PLEASE ANSWER ALL OF THE FOLLOWING QUESTIONS:

[6] VOCATIONAL PROGRAM YOU ARE RESPONSIBLE FOR: (CHECK ONE AREA)

_____ OWA
_____ OWE
_____ SPECIAL NEEDS-HANDICAPPED (1 to 25 students)
_____ SPECIAL NEEDS-HANDICAPPED (26 or more students)
_____ SPECIAL NEEDS-DISADVANTAGED (1 to 25 students)
_____ SPECIAL NEEDS-DISADVANTAGED (26 or more students)

[7] TYPE OF SCHOOL SYSTEM: (CHECK ONE AREA)

_____ RURAL _____ URBAN
_____ SUBURBAN

[8] GEOGRAPHIC AREA OF OHIO: (CHECK ONE AREA)

_____ NORTHEAST _____ SOUTHEAST
_____ NORTHWEST _____ SOUTHWEST

[9-10] TOTAL YEARS OF TEACHING EXPERIENCE: _____

[11-12] TOTAL YEARS OF WORK EXPERIENCE (excluding teaching):_____

[13-14] TOTAL YEARS OF OWA, OWE, OR SPECIAL NEEDS EXPERIENCE:_____

[15] EDUCATIONAL BACKGROUND (highest degree attained)

_____ HIGH SCHOOL DIPLOMA
_____ A.A. DEGREE
_____ B.A./B.S. DEGREE
_____ M.A./M.S./M.Ed. DEGREE
_____ Ed.D./Ph.D. DEGREE

[16] I HAVE COMPLETED OR AM NOW PARTICIPATING IN AN IN-SERVICE CERTIFICATION PROGRAM IN MY AREA (OWA, OWE, SPECIAL NEEDS)?

_____ Yes
_____ No

TEACHER COMPETENCY SURVEY
INSTRUCTIONS

Following is a list of 112 teacher competencies. This survey has been designed to measure the competencies on two different rating scales which accompany the list. Based on your judgment, a rating of 1 to 5 must be selected on BOTH scales for each competency. One scale measure the IMPORTANCE of the competency as it relates to your work. The second scale assesses the FREQUENCY OF USE a certain competency would receive in your area. Again, please read each competency carefully before choosing an appropriate rating on BOTH of the scales. Spaces have been provided at the end of the survey for additional competencies you may feel need to be added to the list. Circle the appropriate rating.

1 Of no importance	2 Of little importance	3 Of some importance	4 Of considerable importance	5 Of great importance	COMPETENCIES	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
					EXAMPLE:					
1	2	(3)	4	5	A. Conduct an open house.	1	(2)	3	4	5
					PROGRAM MANAGEMENT:					
1	2	3	4	5	1. Estimate cost of materials	1	2	3	4	5
1	2	3	4	5	2. Implement program modifications	1	2	3	4	5
1	2	3	4	5	3. Research current trends in business and industry	1	2	3	4	5
1	2	3	4	5	4. Establish a plan for continuing professional in-service education	1	2	3	4	5
1	2	3	4	5	5. Assist students in scheduling adjustments	1	2	3	4	5
1	2	3	4	5	6. Organize a club program	1	2	3	4	5
1	2	3	4	5	7. Organize an advisory committee	1	2	3	4	5
1	2	3	4	5	8. Maintain a personal data file for each student	1	2	3	4	5
1	2	3	4	5	9. Develop a presentation on program philosophy and goals	1	2	3	4	5
1	2	3	4	5	10. Identify learning disabilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	11.	Publicize program in school	1	2	3	4	5
1	2	3	4	5	12.	Publicize program in community	1	2	3	4	5
1	2	3	4	5	13.	Identify personality patterns	1	2	3	4	5
1	2	3	4	5	14.	Conduct a PRIDE review	1	2	3	4	5
1	2	3	4	5	15.	Identify resource people	1	2	3	4	5
1	2	3	4	5	16.	Identify possible field trip sites	1	2	3	4	5
1	2	3	4	5	17.	Complete state reports	1	2	3	4	5
1	2	3	4	5	18.	Identify state and federal guidelines	1	2	3	4	5
1	2	3	4	5	19.	Prepare a budget	1	2	3	4	5
1	2	3	4	5	20.	Develop a filing system	1	2	3	4	5
1	2	3	4	5	21.	Compile accurate, up-to-date records	1	2	3	4	5
1	2	3	4	5	22.	Establish student transportation procedures	1	2	3	4	5
1	2	3	4	5	23.	Develop positive reinforcement techniques	1	2	3	4	5
1	2	3	4	5	24.	Arrange guided field experiences	1	2	3	4	5
1	2	3	4	5	25.	Communicate individual subject goals to faculty and administration	1	2	3	4	5
1	2	3	4	5	26.	Coordinate activities with law enforcement agencies and the courts	1	2	3	4	5
1	2	3	4	5	27.	Organize and/or conduct a local program review	1	2	3	4	5
1	2	3	4	5	28.	Conduct a student follow-up study	1	2	3	4	5
1	2	3	4	5	29.	Conduct an employer appreciation program	1	2	3	4	5
1	2	3	4	5	30.	Develop local program objectives	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	CURRICULUM:	Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	31. Estimate time sequence for a unit of instruction	1	2	3	4	5
1	2	3	4	5	32. Develop a unit plan	1	2	3	4	5
1	2	3	4	5	33. Construct instruments to evaluate instructional objectives	1	2	3	4	5
1	2	3	4	5	34. Organize a unit of instruction on career education	1	2	3	4	5
1	2	3	4	5	35. Incorporate deductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	36. Incorporate inductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	37. Write behavioral objectives	1	2	3	4	5
1	2	3	4	5	38. Administer appropriate diagnostic tests	1	2	3	4	5
1	2	3	4	5	39. Utilize results of diagnostic tests	1	2	3	4	5
1	2	3	4	5	40. Utilize audio-visual aids	1	2	3	4	5
1	2	3	4	5	41. Incorporate business and industrial manuals in curriculum	1	2	3	4	5
1	2	3	4	5	42. Utilize results of achievement tests	1	2	3	4	5
1	2	3	4	5	43. Complete a two-year course of study	1	2	3	4	5
1	2	3	4	5	44. Organize a weekly plan of instruction	1	2	3	4	5
1	2	3	4	5	45. Construct a system of reporting student progress to students and parents	1	2	3	4	5
1	2	3	4	5	46. Locate instructional materials	1	2	3	4	5
1	2	3	4	5	47. Select instructional materials	1	2	3	4	5
1	2	3	4	5	48. Contact reading resources and publication houses	1	2	3	4	5
1	2	3	4	5	49. Construct a lesson plan	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	CLASSROOM MANAGEMENT:		Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	50.	Give a lecture	1	2	3	4	5
1	2	3	4	5	51.	Present a demonstration	1	2	3	4	5
1	2	3	4	5	52.	Conduct a student conference	1	2	3	4	5
1	2	3	4	5	53.	Design and organize the physical plan of a classroom	1	2	3	4	5
1	2	3	4	5	54.	Group students for small group instruction	1	2	3	4	5
1	2	3	4	5	55.	Develop a system of material storage	1	2	3	4	5
1	2	3	4	5	56.	Develop a schedule for cleaning work areas	1	2	3	4	5
1	2	3	4	5	57.	Moderate student discussion of sensitive issues	1	2	3	4	5
1	2	3	4	5	58.	Prepare a schedule of activities	1	2	3	4	5
1	2	3	4	5	59	Chart student progress	1	2	3	4	5
1	2	3	4	5	60.	Identify emotional factors that affect classroom environment	1	2	3	4	5
1	2	3	4	5	61.	Develop a system of recording attendance	1	2	3	4	5
1	2	3	4	5	62.	Determine effectiveness of instruction	1	2	3	4	5
1	2	3	4	5	63.	Utilize available classroom facilities	1	2	3	4	5
1	2	3	4	5	64.	Operate audio-visual equipment	1	2	3	4	5
1	2	3	4	5	65.	Implement team teaching	1	2	3	4	5
1	2	3	4	5	66.	Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	1	2	3	4	5
1	2	3	4	5	67.	Employ oral questioning techniques	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	68.	Employ role-playing and simulation techniques	1	2	3	4	5
1	2	3	4	5	69.	Employ project method of learning	1	2	3	4	5
1	2	3	4	5	70.	Establish a student tutoring program	1	2	3	4	5
1	2	3	4	5	71.	Utilize problem-solving strategies	1	2	3	4	5
						COORDINATION:					
1	2	3	4	5	72.	Construct a procedure for job relocation or rotation	1	2	3	4	5
1	2	3	4	5	73.	Evaluate student progress at a training station	1	2	3	4	5
1	2	3	4	5	74.	Identify entry level jobs in the community	1	2	3	4	5
1	2	3	4	5	75.	Develop a process and a procedure for student selection	1	2	3	4	5
1	2	3	4	5	76.	Conduct a successful home visitation	1	2	3	4	5
1	2	3	4	5	77.	Conduct a parent-teacher conference	1	2	3	4	5
1	2	3	4	5	78.	Establish a policy and procedure for job placement	1	2	3	4	5
1	2	3	4	5	79.	Conduct teacher-to-teacher conferences	1	2	3	4	5
1	2	3	4	5	80.	Coordinate activities with participating schools	1	2	3	4	5
1	2	3	4	5	81.	Develop public relations literature	1	2	3	4	5
1	2	3	4	5	82.	Develop student training plans	1	2	3	4	5
1	2	3	4	5	83.	Inform employer of student in-school progress	1	2	3	4	5
1	2	3	4	5	84.	Inform employers of their responsibilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	85.	Inform parents of their responsibilities	1	2	3	4	5
1	2	3	4	5	86.	Involve the family as a primary source of student reinforcement	1	2	3	4	5
1	2	3	4	5	87.	Inform school officials of their responsibilities	1	2	3	4	5
						REMEDIATION:					
1	2	3	4	5	88.	Identify emotional factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	89.	Identify intellectual factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	90.	Assess student reading level	1	2	3	4	5
1	2	3	4	5	91.	Diagnose reading problems	1	2	3	4	5
1	2	3	4	5	92.	Prescribe remedial math activities	1	2	3	4	5
1	2	3	4	5	93.	Prescribe remedial reading activities	1	2	3	4	5
1	2	3	4	5	94.	Assess student comprehension of math concepts	1	2	3	4	5
1	2	3	4	5	95.	Devise alternative methods of grading	1	2	3	4	5
1	2	3	4	5	96.	Incorporate world of work into math instruction	1	2	3	4	5
1	2	3	4	5	97.	Evaluate student reading progress	1	2	3	4	5
1	2	3	4	5	98.	Identify physical factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	99.	Administer appropriate diagnostic reading tests					
1	2	3	4	5	100.	Diagnose specific reading difficulties	1	2	3	4	5
1	2	3	4	5	101.	Identify educational factors that contribute to reading difficulties	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
					COUNSELING:						
1	2	3	4	5	102.	Interpret results of vocational interests tests	1	2	3	4	5
1	2	3	4	5	103.	Devise problem-solving techniques	1	2	3	4	5
1	2	3	4	5	104.	Identify symptoms of drug abuse	1	2	3	4	5
1	2	3	4	5	105.	Locate help for drug related problems	1	2	3	4	5
1	2	3	4	5	106.	Develop value clarification strategies	1	2	3	4	5
1	2	3	4	5	107.	Identify counseling technique	1	2	3	4	5
1	2	3	4	5	108.	Inform students of scholarships and grants available	1	2	3	4	5
1	2	3	4	5	109.	Conduct orientation for available academic and vocational programs	1	2	3	4	5
1	2	3	4	5	110.	Identify requirements of local vocational programs	1	2	3	4	5
1	2	3	4	5	111.	Assess the ability of individual to modify his or her behavior	1	2	3	4	5
1	2	3	4	5	112.	Direct students into alternative programs	1	2	3	4	5
					ADDITIONAL COMPETENCIES:						
1	2	3	4	5		_____	1	2	3	4	5
1	2	3	4	5		_____	1	2	3	4	5
1	2	3	4	5		_____	1	2	3	4	5

"IDENTIFYING TEACHER COMPETENCIES"
A PROJECT FUNDED BY THE FEDERAL E.P.D.A. ACT

DEPARTMENT OF VOCATIONAL EDUCATION KENT STATE UNIVERSITY
KENT, OHIO 44242

TO: Vocational Supervisors and Administrators

FROM: EPDA Project Advisory Committee
OWA - Jim Casey, Jim Walters
OWE - Tom Hyde, Brent Wolf
Special Needs - Paul Ledford, Richard Macer

SUBJECT: Evaluation of Teacher Competency Survey

DATE: April 11, 1975

What are the competencies necessary for vocational teachers of disadvantaged and handicapped youth? To answer this question every OWA, OWE, and Special Needs teacher in Ohio received a survey during the month of April. The survey requested the teachers to rate the list of competencies according to their perceived importance and frequency of use.

The goal of this project is to improve teacher education in the State of Ohio.

We need your assistance in the evaluation of our efforts. The attempt to identify teacher competencies requires the expertise of local administrators and supervisors. Therefore, we request your cooperation in completing the following project instruments:

1. read procedures used in the identification of competencies
2. complete demographic data sheet
3. rate the list of competencies according to perceived need and frequency of use
4. assess project efforts using supervisor evaluation form.

When you have completed the above steps, return the materials in the enclosed self-addressed envelope.

Thank you for your continued support and your commitment for providing vocational programming for Ohio's youth.

Procedures for Identifying Competencies

The fifteen teachers selected for the consultant committee represent the programs presently serving the majority of Ohio's disadvantaged and handicapped youth; the Occupational Work Adjustment (OWA), Occupational Work Experience (OWE), and the Special Needs Programs. Five (5) teachers were selected from each program. Each teacher consultant was selected on the basis of their competency in a given instructional area (program management, remedial education, home-work-school coordination, counseling, and curriculum and classroom management). These teachers had a minimum of one year of classroom experience, completed one year of in-service training, and achieved a high degree of student success within a specialized competency area. Each teacher consultant was critically observed in their classroom by the project staff and/or the State Staff personnel prior to consultant selection. The final consultant committee consisted of teachers representing Ohio's urban, suburban, and rural school district.

The teacher consultant committee met on nine different occasions as a total group and in respective area groups to identify the competencies. These meetings were held on a regularly scheduled basis at Kent State University.

The primary task of the committee was to identify and analyze the competencies necessary for successful teaching. This identification and analyses was carried out using the following outline allowing the consultants to systematically analyze each competency.

1. Identify the behavioral competencies needed for effective performance in a specific area (ie., program management, remedial math, remedial reading, home-school-work coordination, counseling, curriculum, and classroom management).
2. List an example for each of three levels or components of the competency (knowledge, skills, ability or attitude).
3. List examples of activities and experiences designed to develop each competency.
4. Write a means of evaluation to determine the degree of attainment for each competency.

Six state staff members were selected for the second consultant committee. These six members represent Ohio's OWA, OWE, and Special Needs programs. Two consultants were selected from each program.

The second committee periodically reviewed the identified competencies and made suggested additions.

When both consultant committees reached agreement on all competencies, a final list was prepared and distributed to the teachers and teacher educators of Ohio's programs for disadvantaged and handicapped youth. These groups evaluated each written competency and its components on the basis of perceived need and frequency of use. The results of this evaluation will be tabulated by the project coordinator and presented to both consultant groups for the purpose of finalizing the competency list.

EPDA TEACHER COMPETENCY PROJECT
SUPERVISOR DEMOGRAPHIC MATERIAL

[1] Card No. _____ [2-4] _____

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[5] SUPERVISORY RESPONSIBILITY: (more than one may be checked)

_____ OWA
_____ OWE
_____ SPECIAL NEEDS

[6] PLEASE WRITE IN THE NUMBER OF UNITS (PROGRAMS) FOR WHICH YOU ARE RESPONSIBLE. WRITE THE NUMBER IN THE APPROPRIATE CATEGORY:

_____ OWA
_____ OWE
_____ SPECIAL NEEDS

[7] TYPE OF SCHOOL DISTRICT:

_____ JOINT VOCATIONAL SCHOOL
_____ CITY SCHOOL DISTRICT
_____ OTHER (please describe) _____

[8] GEOGRAPHIC AREA OF OHIO:

_____ NORTHEAST
_____ NORTHWEST
_____ SOUTHEAST
_____ SOUTHWEST

IF YOU WISH TO RECEIVE THE RESULTS OF THIS SURVEY, PLEASE FILL OUT THE FOLLOWING:

NAME: _____

SCHOOL/WORK ADDRESS: _____

CITY: _____ COUNTY: _____

POSITION: _____

TEACHER COMPETENCY SURVEY
INSTRUCTIONS

Following is a list of 112 teacher competencies. This survey has been designed to measure the competencies on two different rating scales which accompany the list. Based on your judgment, a rating of 1 to 5 must be selected on BOTH scales for each competency. One scale measures the IMPORTANCE of the competency as it relates to your work. The second scale assesses the FREQUENCY OF USE a certain competency would receive in your area. Again, please read each competency carefully before choosing an appropriate rating on BOTH of the scales. Spaces have been provided at the end of the survey for additional competencies you may feel need to be added to the list. Circle the appropriate rating.

1 Of no importance	2 Of little importance	3 Of some importance	4 Of considerable importance	5 Of great importance	COMPETENCIES	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
					EXAMPLE:					
1	2	(3)	4	5	A. Conduct an open house.	1	(2)	3	4	5
					PROGRAM MANAGEMENT:					
1	2	3	4	5	1. Estimate cost of materials	1	2	3	4	5
1	2	3	4	5	2. Implement program modifications	1	2	3	4	5
1	2	3	4	5	3. Research current trends in business and industry	1	2	3	4	5
1	2	3	4	5	4. Establish a plan for continuing professional in-service education	1	2	3	4	5
1	2	3	4	5	5. Assist students in scheduling adjustments	1	2	3	4	5
1	2	3	4	5	6. Organize a club program	1	2	3	4	5
1	2	3	4	5	7. Organize an advisory committee	1	2	3	4	5
1	2	3	4	5	8. Maintain a personal data file for each student	1	2	3	4	5
1	2	3	4	5	9. Develop a presentation on program philosophy and goals	1	2	3	4	5
1	2	3	4	5	10. Identify learning disabilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	11.	Publicize program in school	1	2	3	4	5
1	2	3	4	5	12.	Publicize program in community	1	2	3	4	5
1	2	3	4	5	13.	Identify personality patterns	1	2	3	4	5
1	2	3	4	5	14.	Conduct a PRIDE review	1	2	3	4	5
1	2	3	4	5	15.	Identify resource people	1	2	3	4	5
1	2	3	4	5	16.	Identify possible field trip sites	1	2	3	4	5
1	2	3	4	5	17.	Complete state reports	1	2	3	4	5
1	2	3	4	5	18.	Identify state and federal guidelines	1	2	3	4	5
1	2	3	4	5	19.	Prepare a budget	1	2	3	4	5
1	2	3	4	5	20.	Develop a filing system	1	2	3	4	5
1	2	3	4	5	21.	Compile accurate, up-to-date records	1	2	3	4	5
1	2	3	4	5	22.	Establish student transportation procedures	1	2	3	4	5
1	2	3	4	5	23.	Develop positive reinforcement techniques	1	2	3	4	5
1	2	3	4	5	24.	Arrange guided field experiences	1	2	3	4	5
1	2	3	4	5	25.	Communicate individual subject goals to faculty and administration	1	2	3	4	5
1	2	3	4	5	26.	Coordinate activities with law enforcement agencies and the courts	1	2	3	4	5
1	2	3	4	5	27.	Organize and/or conduct a local program review	1	2	3	4	5
1	2	3	4	5	28.	Conduct a student follow-up study	1	2	3	4	5
1	2	3	4	5	29.	Conduct an employer appreciation program	1	2	3	4	5
1	2	3	4	5	30.	Develop local program objectives	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	CURRICULUM:		Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	31.	Estimate time sequence for a unit of instruction	1	2	3	4	5
1	2	3	4	5	32.	Develop a unit plan	1	2	3	4	5
1	2	3	4	5	33.	Construct instruments to evaluate instructional objectives	1	2	3	4	5
1	2	3	4	5	34.	Organize a unit of instruction on career education	1	2	3	4	5
1	2	3	4	5	35.	Incorporate deductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	36.	Incorporate inductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	37.	Write behavioral objectives	1	2	3	4	5
1	2	3	4	5	38.	Administer appropriate diagnostic tests	1	2	3	4	5
1	2	3	4	5	39.	Utilize results of diagnostic tests	1	2	3	4	5
1	2	3	4	5	40.	Utilize audio-visual aids	1	2	3	4	5
1	2	3	4	5	41.	Incorporate business and industrial manuals in curriculum	1	2	3	4	5
1	2	3	4	5	42.	Utilize results of achievement tests	1	2	3	4	5
1	2	3	4	5	43.	Complete a two-year course of study	1	2	3	4	5
1	2	3	4	5	44.	Organize a weekly plan of instruction	1	2	3	4	5
1	2	3	4	5	45.	Construct a system of reporting student progress to students and parents	1	2	3	4	5
1	2	3	4	5	46.	Locate instructional materials	1	2	3	4	5
1	2	3	4	5	47.	Select instructional materials	1	2	3	4	5
1	2	3	4	5	48.	Contact reading resources and publication houses	1	2	3	4	5
1	2	3	4	5	49.	Construct a lesson plan	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		CLASSROOM MANAGEMENT:	Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	50.	Give a lecture	1	2	3	4	5
1	2	3	4	5	51.	Present a demonstration	1	2	3	4	5
1	2	3	4	5	52.	Conduct a student conference	1	2	3	4	5
1	2	3	4	5	53.	Design and organize the physical plan of a classroom	1	2	3	4	5
1	2	3	4	5	54.	Group students for small group instruction	1	2	3	4	5
1	2	3	4	5	55.	Develop a system of material storage	1	2	3	4	5
1	2	3	4	5	56.	Develop a schedule for cleaning work areas	1	2	3	4	5
1	2	3	4	5	57.	Moderate student discussion of sensitive issues	1	2	3	4	5
1	2	3	4	5	58.	Prepare a schedule of activities	1	2	3	4	5
1	2	3	4	5	59	Chart student progress	1	2	3	4	5
1	2	3	4	5	60.	Identify emotional factors that affect classroom environment	1	2	3	4	5
1	2	3	4	5	61.	Develop a system of recording attendance	1	2	3	4	5
1	2	3	4	5	62.	Determine effectiveness of instruction	1	2	3	4	5
1	2	3	4	5	63.	Utilize available classroom facilities	1	2	3	4	5
1	2	3	4	5	64.	Operate audio-visual equipment	1	2	3	4	5
1	2	3	4	5	65.	Implement team teaching	1	2	3	4	5
1	2	3	4	5	66.	Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	1	2	3	4	5
1	2	3	4	5	67.	Employ oral questioning techniques	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	68.	Employ role-playing and simulation techniques	1	2	3	4	5
1	2	3	4	5	69.	Employ project method of learning	1	2	3	4	5
1	2	3	4	5	70.	Establish a student tutoring program	1	2	3	4	5
1	2	3	4	5	71.	Utilize problem-solving strategies	1	2	3	4	5
						COORDINATION:					
1	2	3	4	5	72.	Construct a procedure for job relocation or rotation	1	2	3	4	5
1	2	3	4	5	73.	Evaluate student progress at a training station	1	2	3	4	5
1	2	3	4	5	74.	Identify entry level jobs in the community	1	2	3	4	5
1	2	3	4	5	75.	Develop a process and a procedure for student selection	1	2	3	4	5
1	2	3	4	5	76.	Conduct a successful home visitation	1	2	3	4	5
1	2	3	4	5	77.	Conduct a parent-teacher conference	1	2	3	4	5
1	2	3	4	5	78.	Establish a policy and procedure for job placement	1	2	3	4	5
1	2	3	4	5	79.	Conduct teacher-to-teacher conferences	1	2	3	4	5
1	2	3	4	5	80.	Coordinate activities with participating schools	1	2	3	4	5
1	2	3	4	5	81.	Develop public relations literature	1	2	3	4	5
1	2	3	4	5	82.	Develop student training plans	1	2	3	4	5
1	2	3	4	5	83.	Inform employer of student in-school progress	1	2	3	4	5
1	2	3	4	5	84.	Inform employers of their responsibilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	85.	Inform parents of their responsibilities	1	2	3	4	5
1	2	3	4	5	86.	Involve the family as a primary source of student reinforcement	1	2	3	4	5
1	2	3	4	5	87.	Inform school officials of their responsibilities	1	2	3	4	5
						REMEDIATION:					
1	2	3	4	5	88.	Identify emotional factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	89.	Identify intellectual factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	90.	Assess student reading level	1	2	3	4	5
1	2	3	4	5	91.	Diagnose reading problems	1	2	3	4	5
1	2	3	4	5	92.	Prescribe remedial math activities	1	2	3	4	5
1	2	3	4	5	93.	Prescribe remedial reading activities	1	2	3	4	5
1	2	3	4	5	94.	Assess student comprehension of math concepts	1	2	3	4	5
1	2	3	4	5	95.	Devise alternative methods of grading	1	2	3	4	5
1	2	3	4	5	96.	Incorporate world of work into math instruction	1	2	3	4	5
1	2	3	4	5	97.	Evaluate student reading progress	1	2	3	4	5
1	2	3	4	5	98.	Identify physical factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	99.	Administer appropriate diagnostic reading tests					
1	2	3	4	5	100.	Diagnose specific reading difficulties	1	2	3	4	5
1	2	3	4	5	101.	Identify educational factors that contribute to reading difficulties	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		Never	Occasionally	Monthly	Weekly	Daily
					COUNSELING:					
1	2	3	4	5	102. Interpret results of vocational interests tests	1	2	3	4	5
1	2	3	4	5	103. Devise problem-solving techniques	1	2	3	4	5
1	2	3	4	5	104. Identify symptoms of drug abuse	1	2	3	4	5
1	2	3	4	5	105. Locate help for drug related problems	1	2	3	4	5
1	2	3	4	5	106. Develop value clarification strategies	1	2	3	4	5
1	2	3	4	5	107. Identify counseling technique	1	2	3	4	5
1	2	3	4	5	108. Inform students of scholarships and grants available	1	2	3	4	5
1	2	3	4	5	109. Conduct orientation for available academic and vocational programs	1	2	3	4	5
1	2	3	4	5	110. Identify requirements of local vocational programs	1	2	3	4	5
1	2	3	4	5	111. Assess the ability of individual to modify his or her behavior	1	2	3	4	5
1	2	3	4	5	112. Direct students into alternative programs	1	2	3	4	5
					ADDITIONAL COMPETENCIES:					
1	2	3	4	5	_____	1	2	3	4	5
					_____					
1	2	3	4	5	_____	1	2	3	4	5
					_____					
1	2	3	4	5	_____	1	2	3	4	5
					_____					

EPDA TEACHER COMPETENCY PROJECT
SUPERVISORY SURVEY

After you have completed the survey, please answer the following questions based on your reactions to the list of competencies.

1. The procedures, as previously defined for identifying the competencies, were:

_____1. Excellent
_____2. Very Good
_____3. Fair
_____4. Fair
_____5. Poor

Comments: _____

2. Present and future teachers, in terms of your own area(s) of responsibility (ie., OWA, OWE, Special Needs) should be proficient in all the competencies included on the list.

_____1. I agree totally
_____2. I agree with a few limitations
_____3. I agree with some limitations
_____4. I agree with many limitations
_____5. I do not agree

Comments: _____

3. Teachers in my program should be proficient in all the competencies included on the list.

_____1. I agree totally
_____2. I agree with a few limitations
_____3. I agree with some limitations
_____4. I agree with many limitations
_____5. I do not agree

Comments: _____

4. The competency list is comprehensive of those skills needed by present and future teachers in your area(s) of responsibility (ie., OWA, OWE, Special Needs)

_____1. Needs many additions
_____2. Needs additions
_____3. Complete
_____4. Needs deletions
_____5. Needs many deletions

Comments: _____

5. The competencies included in the list need to be incorporated into Ohio's Teacher Education Programs for O.W.A., O.W.E., and Special Needs.

_____1. All should be included
_____2. Many should be included
_____3. Some should be included
_____4. A few should be included
_____5. None should be included

Comments: _____

EPDA TEACHER COMPETENCY PROJECT

Supervisor's Evaluation of the Project: (Based on 22 responses)

1. The procedures, as previously defined for identifying the competencies, were:

15%	1.	Excellent
55%	2.	Very Good
30%	3.	Good
0%	4.	Fair
0%	5.	Poor

2. Present and future teachers, in terms of your own area(s) of responsibility (ie., OWA, OWE, Special Needs) should be proficient in all the competencies included on the list.

4.5%	1.	I agree totally
54.0%	2.	I agree with a few limitations
22.5%	3.	I agree with some limitations
18.0%	4.	I agree with many limitations
0%	5.	I do not agree

3. Teachers in my program should be proficient in all the competencies included on the list.

4.7%	1.	I agree totally
57.1%	2.	I agree with a few limitations
19.0%	3.	I agree with some limitations
14.5%	4.	I agree with many limitations
4.7%	5.	I do not agree

4. The competency list is comprehensive of those skills needed by present and future teachers in your area(s) of responsibility (ie., OWA, OWE, Special Needs).

0%	1.	Needs many additions
35.0%	2.	Needs additions
30.0%	3.	Complete
30.0%	4.	Needs deletions
5.0%	5.	Needs many deletions

5. The competencies included in the list need to be incorporated into Ohio's Teacher Education Programs for O.W.A., O.W.E., and Special Needs.

18.0%	1.	All should be included
68.0%	2.	Many should be included
14.0%	3.	Some should be included
0%	4.	A few should be included
0%	5.	None should be included

RESULTS OF EPDA TEACHER COMPETENCY SURVEY

KENT STATE UNIVERSITY

INTRODUCTION

The data contained within this report is based upon teacher response to a survey of 112 competencies. Teachers were asked to rate each competency according to two categories: perceived need and frequency of use. Each category was based upon a five point scale:

Below is an example illustrating how the survey was designed:

PERCEIVED IMPORTANCE						FREQUENCY OF USE				
Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	COMPETENCIES	Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	1. Estimate cost of materials	1	2	3	4	5

The 112 competencies were organized in terms of six major areas; program management, curriculum, classroom management, coordination, remediation, and counseling. The following analysis is arranged to report on three areas; 1) Demographic findings by programs (OWA, OWE, and Special Needs), 2) the means of the six major areas by program, 3) the mean scores of each competency by program.

Average Mean for Umbrella Areas

	Importance	Frequency
Program Management:		
OWA	3.89	2.79
OWE	3.89	2.78
Special Needs	3.76	2.64
Curriculum:		
OWA	3.96	3.12
OWE	3.81	3.05
Special Needs	3.72	3.04
Classroom Management:		
OWA	3.92	3.38
OWE	3.87	3.29
Special Needs	3.97	3.46
Coordination:		
OWA	4.10	2.59
OWE	4.08	2.58
Special Needs	3.59	2.32
Remediation:		
OWA	4.33	3.10
OWE	3.98	2.63
Special Needs	4.03	2.83
Counseling:		
OWA	4.07	2.78
OWE	3.94	2.73
Special Needs	3.86	2.61

DEMOGRAPHIC DATA

I. Number of Surveys Distributed and Received

	Distributed	Received	Percentage Response
A. OWA	390	230	58.9%
B. OWE	719	327	45.4%
C. Special Needs	395	161	40.7%
TOTAL	1504	718	47.7%

II. Type of School System

	Rural	Urban	Suburban
OWA	18%	40%	42%
OWE	22%	40%	38%
Special Needs	13%	77%	10%

III. Response by Geographic Area of Ohio

	Northeast	Northwest	Southeast	Southwest
OWA	40%	20%	11%	29%
OWE	40%	18%	16%	25%
Special Needs	39%	12%	18%	31%

IV. Average Number of Years Teaching Experience

OWA - 10.9 years OWE - 13.7 years Special Needs - 8.2 years

V. Average Number of Years Work Experience (Excluding Teaching)

OWA - 8.4 years OWE - 10.2 years Special Needs - 10.1 years

VI. Average Number of Years in OWA, OWE, or Special Needs

OWA - 3.0 years OWE - 4.0 years Special Needs - 3.6 years

VII. Educational Background (Highest Degree Attained)

	H.S.	A.A. Degree	BS/BA	M.A.	PhD/EdD
OWA			49%	50%	1%
OWE			41%	58.4%	.6%
Special Needs	14.6%	3.2%	51.6%	28.7%	1.9%

VIII. Respondents Who Have Received In-Service Training for Certification

OWA - 91% OWE - 90% Special Needs - 37.2%

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
			PROGRAM MANAGEMENT:			
3.38	3.23	3.71	1. Estimate cost of materials	2.26	2.23	2.52
4.17	4.12	4.22	2. Implement program modifications	3.22	3.08	3.23
3.45	3.61	3.42	3. Research current trends in business and industry	2.46	2.79	2.44
3.64	3.54	3.75	4. Establish a plan for continuing professional in-service education	2.21	2.37	2.17
4.31	4.20	3.96	5. Assist students in scheduling adjustments	2.98	2.76	2.95
3.37	3.43	2.46	6. Organize a club program	2.47	2.62	1.64
3.16	3.49	3.24	7. Organize an advisory committee	2.07	2.27	1.77
4.51	4.59	4.63	8. Maintain a personal data file for each student	3.99	4.00	4.10
3.88	3.88	3.96	9. Develop a presentation on program philosophy and goals	2.41	2.42	2.44
4.66	4.45	4.64	10. Identify learning disabilities	3.92	3.48	3.73
3.99	3.97	3.83	11. Publicize program in school	3.07	2.81	2.68
3.88	4.16	4.11	12. Publicize program in community	2.58	2.84	2.58
4.14	4.15	4.12	13. Identify personality patterns	3.61	3.56	3.60
3.32	3.31	3.30	14. Conduct a PRIDE review	1.93	2.09	2.04
3.90	4.02	3.92	15. Identify resource people	2.87	2.94	2.63
3.70	3.89	3.50	16. Identify possible field trip sites	2.57	2.79	2.39
4.01	3.67	3.64	17. Complete state reports	2.48	2.28	2.27
4.18	3.97	3.76	18. Identify state and federal guidelines	2.85	2.58	2.37
3.58	3.48	3.68	19. Prepare a budget	2.24	2.15	2.01
4.21	4.19	4.20	20. Develop a filing system	3.56	3.53	3.43
4.59	4.53	4.60	21. Compile accurate, up-to-date records	4.07	4.09	4.19
3.61	3.75	3.30	22. Establish student transportation procedures	2.88	2.84	2.57

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
4.54	4.43	4.62	23. Develop positive reinforcement techniques	4.35	4.06	4.41
3.78	3.90	3.66	24. Arrange guided field experiences	2.57	2.73	2.48
3.98	3.86	3.83	25. Communicate individual subject goals to faculty and administration	2.87	2.61	2.73
3.55	3.64	2.73	26. Coordinate activities with law enforcement agencies and the courts	2.23	2.31	1.75
3.35	3.35	3.03	27. Organize and/or conduct a local program review	2.04	2.06	1.76
3.90	3.79	3.97	28. Conduct a student follow-up study	2.19	2.23	2.25
3.73	4.18	3.17	29. Conduct an employer appreciation program	2.00	2.22	1.68
4.26	4.10	4.04	30. Develop local program objectives	2.82	2.63	2.47
			CURRICULUM:			
3.69	3.51	4.01	31. Estimate time sequence for a unit of instruction	3.28	3.25	3.40
3.99	3.95	4.28	32. Develop a unit plan	3.27	3.34	3.27
3.81	3.57	4.09	33. Construct instruments to evaluate instructional objectives	2.93	2.81	2.93
4.35	3.92	3.85	34. Organize a unit of instruction on career education	3.02	2.52	2.32
3.82	3.62	3.85	35. Incorporate deductive thinking into curriculum	3.29	3.19	3.37
3.83	3.65	3.81	36. Incorporate inductive thinking into curriculum	3.27	3.27	3.30
3.48	3.43	3.87	37. Write behavioral objectives	2.89	2.69	2.81
4.04	3.41	3.91	38. Administer appropriate diagnostic tests	2.28	2.07	2.48
4.14	3.67	4.07	39. Utilize results of diagnostic tests	3.12	2.55	3.22
4.26	4.37	4.21	40. Utilize audio-visual aids	3.83	4.00	3.68
3.59	3.60	3.47	41. Incorporate business and industrial manual in curriculum	2.69	2.77	2.64
3.80	3.52	3.70	42. Utilize results of achievement tests	2.86	2.54	2.66
3.37	3.49	3.12	43. Complete a two-year course of study	2.12	2.30	1.75
4.23	4.19	4.27	44. Organize a weekly plan of instruction	3.81	3.87	3.70
4.27	4.16	4.12	45. Construct a system of reporting student progress to students and parents	2.88	2.85	2.74
4.34	4.32	4.31	46. Locate instructional materials	3.72	3.75	3.68
4.42	4.41	4.34	47. Select instructional materials	3.62	3.75	3.64

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
3.76	3.64	3.54	48. Contact reading resources and publication houses	2.46	2.43	2.19
4.21	4.08	4.23	49. Construct a lesson plan	4.04	3.98	4.01
			CLASSROOM MANAGEMENT:			
3.00	3.11	3.36	50. Give a lecture	2.82	3.04	3.04
3.79	3.81	4.15	51. Present demonstration	3.23	3.28	3.70
4.59	4.56	4.37	52. Conduct a student conference	3.94	4.01	3.51
3.85	3.61	3.73	53. Design and organize the physical plan of a classroom	2.66	2.16	2.51
4.23	3.84	4.14	54. Group students for small group instruction	3.76	3.28	3.71
3.70	3.77	3.97	55. Develop a system of material storage	2.71	2.79	3.01
3.42	2.99	3.67	56. Develop a schedule for cleaning work areas	3.12	2.63	3.51
4.06	4.10	3.93	57. Moderate student discussion of sensitive issues	3.29	3.30	3.14
4.03	3.97	4.14	58. Prepare a schedule of activities	3.39	3.43	3.77
4.16	3.99	4.43	59. Chart student progress	3.50	3.45	4.10
4.38	4.35	4.45	60. Identify emotional factors that affect classroom environment	3.95	3.84	4.03
4.45	4.56	4.39	61. Develop a system of recording attendance	4.65	4.60	4.49
4.43	4.35	4.56	62. Determine effectiveness of instruction	3.91	3.86	4.04
4.36	4.37	4.45	63. Utilize available classroom facilities	4.47	4.42	4.51
4.00	4.25	4.04	64. Operate audio-visual equipment	3.75	3.86	3.57
2.97	3.08	3.39	65. Implement team teaching	2.13	2.22	2.61
3.63	3.82	3.34	66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques"	2.80	3.03	2.73
3.99	4.13	4.19	67. Employ oral questioning techniques	3.85	4.05	4.14
3.69	3.58	3.58	68. Employ role-playing and simulation techniques	2.89	2.83	2.99
3.70	3.49	3.60	69. Employ project method of learning	2.84	2.55	2.90
3.88	3.52	3.51	70. Establish a student tutoring program	3.20	2.57	2.70
4.02	3.91	4.01	71. Utilize problem-solving strategies	3.52	3.32	3.55

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
3.71	3.52	3.41	72. Construct a procedure for job relocation or rotation	2.47	2.35	2.61
4.48	4.62	3.84	73. Evaluate student progress at a training station	3.58	3.57	3.18
3.92	4.35	3.60	74. Identify entry level jobs in the community	2.82	3.08	2.43
4.53	4.66	3.86	75. Develop a process and a procedure for student selection	2.40	2.55	2.46
4.69	4.49	3.29	76. Conduct a successful home visitation	2.56	2.42	1.92
4.27	4.23	3.76	77. Conduct a parent-teacher conference	2.41	2.28	2.10
4.27	4.50	3.63	78. Establish a policy and procedure for job placement	2.72	2.70	2.12
4.24	3.99	3.87	79. Conduct teacher-to-teacher conferences	2.99	2.79	3.07
3.37	3.40	3.47	80. Coordinate activities with participating school	2.16	2.26	2.29
3.52	3.70	3.46	81. Develop public relations literature	2.03	2.33	1.99
3.89	3.66	3.70	82. Develop student training plans	2.66	2.43	2.66
3.83	3.92	3.17	83. Inform employer of student in-school progress	2.76	2.86	2.09
4.40	4.31	3.28	84. Inform employers of their responsibilities	2.64	2.57	1.89
4.30	4.17	3.62	85. Inform parents of their responsibilities	2.48	2.32	2.14
4.16	3.95	3.81	86. Involve the family as a primary source of student reinforcement	2.50	2.37	2.37
4.09	3.89	3.56	87. Inform school officials of their responsibilities	2.40	2.34	2.21
			REMEDIATION:			
4.33	4.00	4.18	88. Identify emotional factors which contribute to reading difficulties	3.27	2.65	3.14
4.30	3.99	4.22	89. Identify intellectual factors which contribute to reading difficulties	3.08	2.62	3.04
4.49	4.12	4.24	90. Assess student reading level	2.86	2.49	2.86
4.47	4.01	4.10	91. Diagnose reading problems	3.04	2.49	2.74
4.42	4.07	3.96	92. Prescribe remedial math activities	3.71	2.97	2.93
4.50	4.11	4.07	93. Prescribe remedial reading activities	3.78	2.97	3.19
4.28	4.01	3.86	94. Assess student comprehension of math concepts	3.45	2.81	2.93
3.95	3.89	3.85	95. Devise alternative methods of grading	2.90	2.72	2.75
4.33	4.19	3.89	96. Incorporate world of work into math instruction	3.59	3.34	3.01

IMPORTANCE				FREQUENCY		
OWA	OWE	SPEC/NDS	COMPETENCY	OWA	OWE	SPEC/NDS
4.36	3.93	3.96	97. Evaluate student reading progress	2.04	2.63	2.92
4.32	3.96	4.09	98. Identify physical factors which contribute to reading difficulties	2.83	2.44	2.81
4.29	3.65	3.98	99. Administer appropriate diagnostic reading tests	2.38	2.04	2.22
4.34	3.85	3.98	100. Diagnose specific reading difficulties	2.75	2.30	2.54
4.20	3.90	4.06	101. Identify educational factors that contribute to reading difficulties	2.82	2.41	2.77
			COUNSELING:			
3.96	3.86	3.73	102. Interpret results of vocational tests	2.18	2.15	2.12
4.04	4.03	3.92	103. Devise problem-solving techniques	3.06	2.99	3.15
4.19	4.10	3.96	104. Identify symptoms of drug abuse	2.05	2.09	2.85
4.17	4.18	3.94	105. Locate help for drug related problems	2.64	2.65	2.31
4.07	4.08	3.87	106. Develop value clarification strategies	3.19	3.15	2.85
4.03	4.05	3.73	107. Identifying counseling technique	3.16	3.19	2.70
3.00	3.08	3.50	108. Inform students of scholarships and grants available	1.95	2.06	2.10
4.15	3.73	3.72	109. Conduct orientation for available academic and vocational programs	2.40	2.32	2.26
4.38	3.93	3.90	110. Identify requirements of local vocational programs	2.59	2.48	2.49
4.47	4.28	4.32	111. Assess the ability of individual to modify his or her behavior	3.64	3.53	3.38
4.28	4.11	3.94	112. Direct students into alternative programs	2.61	2.43	2.53

PHASE III

The third phase of the project was designed to report project findings to selected university and state staff personnel. Included within the section is information relative to the;

A) Two-Day Teacher Education Conference and Evaluation

B) Analysis of Teacher and Supervisor Response to Competency Survey by Program Area

C) Project Results, Conclusions, and Recommendations as Presented to Conference Participants

TO: Selected Vocational Teacher-Educators and State Supervisors

FROM: Leonard Albright, EPDA Project Director
James Pinchak, EPDA Project Coordinator

SUBJECT: Teacher Education Conference - August 28-29, 1975

DATE: July 18, 1975

During the past school year an EPDA project entitled, "Identifying Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth," was conducted at Kent State University. The specific goal of this research was to determine the teaching competencies necessary for Ohio's OWA, OWE, and Special Needs teachers. The data from this project has been collected and analyzed--and now we would like to share this project with you.

On August 28-29, 1975 a two-day conference for OWA, OWE, and Special Needs teacher-educators and state supervisors will be held at Kent State University. Dr. Byrl Shoemaker is scheduled to be our Friday Luncheon speaker. Enclosed is a sample of the conference agenda.

In addition to the materials distributed at this conference, participants will be treated to two excellent buffet luncheons, reimbursed for round trip mileage (based on current state travel rate) and receive complimentary lodging at Korb Guest Hall on Kent State University's campus for the evening of August 28, 1975.

Within the next several weeks you will be receiving a special invitation to this event, so check your calendar now and reserve these two important dates. We are looking forward to seeing you August 28-29, 1975.

Enclosure

brr

AGENDA
EPDA Teacher Education Conference
Kent State University
August 28-29, 1975

Thursday, August 28

9:30 a.m. -	Registration	
10:00 a.m. -	Welcome	Dr. Robert Alfonso, Dean College of Education Kent State University
10:15 a.m. -	Conference Overview	Leonard Albright EPDA Director Kent State University
10:30 a.m. -	"Competency Based Teacher Education" Rationale, Design & Implications	Dr. Larry Casterline Executive Director, IDECC Ohio State University
12:00 p.m. -	Luncheon	
1:30 p.m. -	EPDA Project, "Identifying Teacher Competencies for Ohio's OWA, OWE, and Special Needs Programs"	Leonard Albright Project Director and Jim Pinchak, Project Coordinator
4:00 p.m. -	Adjournment	

Friday, August 29

8:30 a.m. - "Approaches for Implementing Teacher Competencies into Pre-Service and In-Service Programming"

I.	Agricultural Education Project	Mr. Fred Schuman Project Coordinator Kent State University
II.	Performance Based Professional Education Curricula Program	Dr. James Hamilton Program Director Center for Vocational Education Ohio State University
III.	Research Alternatives	Dr. Darrell Parks Assistant Director Division of Vocational Education State of Ohio

12:00 p.m. - Luncheon

Introduction of Speaker:	Dr. Charles Nichols, Chairman Department of Vocational Education Kent State University
Speaker:	Dr. Byrl Shoemaker, Director Vocational Education State of Ohio
Topic:	"Accountability Trends in Vocational Teacher Education"

2:00 p.m. - Adjournment

EPDA Teacher Education Conference
Kent State University
August 28-29, 1975

Roster of Workshop Presenters and Participants

Presenters

Dr. Robert Alfonso, Dean
College of Education
Kent State University

Dr. Larry Casterline
Executive Director IDECC
Ohio State University

Mr. Fred Schuman
Teacher Educator
Kent State University

Dr. James Hamilton
Program Director
Center for Vocational Education
Ohio State University

Dr. Darrell Parks, Assistant Director
Division of Vocational Education
State of Ohio

Dr. Charles Nichols, Chairman
Department of Vocational Education
Kent State University

Dr. Byrl Shoemaker, Director
Division of Vocational Education
State of Ohio

Leonard Albright
Teacher Educator
Kent State University

Jim Pinchak
Teacher Educator
Bowling Green State University

Participants

John D. Mattingly
Teacher Educator
Kent State University

Henry Pucilowski
Teacher Educator
Toledo University

Brent P. Wolf
Teacher Educator
Kent State University

Morris R. Fowler
Teacher Educator
University of Cincinnati

Ray A. Miller
Teacher Educator
Toledo University

Russell Gardner
Teacher Educator
Kent State University

Tom Hyde, Supervisor
Trade & Industrial Education
State of Ohio

Bernard C. Nye, Assistant Director, Distributive Education, Division of Vocational Education, State of Ohio

Tom Applegate, Supervisor
Distributive Education
State of Ohio

Jim Casey
Teacher Educator
Ohio State University

R. David Rankin, Supervisor
Distributive Education
State of Ohio

Jim Jacobs
Teacher Educator
Cleveland State University

James A. Provost
Teacher Educator
Ohio State University

G. Eric Williams
Teacher Educator
Toledo University

E. Bernard Densmore
Teacher Educator
Ohio State University

Jim Sage, Assistant Professor
Vocational Education
Ohio State University

Richard B. Carleton
Teacher Educator
Ohio State University

Richard Macer, Assistant Director, Special Needs Programs, Division of Vocational Education
State of Ohio

Final Response--Based on 11 Returns
EPDA TEACHER COMPETENCY PROJECT
Teacher Education Conference

Please check the appropriate blank:

____Teacher Educator

____Supervisor

____Assistant Director

1. The procedures, as previously defined for identifying the competencies, were:

   ____1. Excellent
   9 2. Very Good
   2 3. Good
   ____4. Fair
   ____5. Poor

2. Teachers in my program should be proficient in all the competencies included on the list.

   2 1. I agree totally
   6 2. I agree with a few limitations
   3 3. I agree with some limitations
   ____4. I agree with many limitations
   ____5. I do not agree

3. Present and future teachers, in terms of your own area(s) of responsibility (i.e., OWA, OWE, Special Needs) should be proficient in all the competencies included on the list.

   1 1. I agree totally
   7 2. I agree with a few limitations
   3 3. I agree with some limitations
   ____4. I agree with many limitations
   ____5. I do not agree

4. The competencies included in the list need to be incorporated into Ohio's Teacher Education Programs for OWA, OWE, and Special Needs.

   2 1. All should be included
   6 2. Many should be included
   3 3. Some should be included
   ____4. A few should be included
   ____5. None should be included

5. The competency list is comprehensive of those skills needed by present and future teachers in your area(s) of responsibility (OWA, OWE, Special Needs).

___1. Needs many additions
_2_ 2. Needs additions
_4_ 3. Complete
_5_ 4. Needs deletions
___5. Needs many deletions

Please explain by indicating the rationale for your response and by specifying which items need added or deleted.

Statistical Analysis

OWA Program

1. Teacher Importance Scale
2. Teacher Frequency Scale
3. Rank Order of Teacher Competencies
4. Importance Scale - Teacher and Supervisors

COMPETENCY	OWA MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
PROGRAM MANAGEMENT:						
1. Estimate cost of materials	3.38	3	13	39	34	11
2. Implement program modifications	4.17	.5	1	12	53	33
3. Research current trends in business and industry	3.45	2	8	44	35	11
4. Establish a plan for continuing professional in-service education	3.64	3	5	38	34	20
5. Assist students in scheduling adjustments	4.31	.5	.9	14	36	49
6. Organize a club program	3.37	4	13	41	27	15
7. Organize an advisory committee	3.16	2	19	49	20	10
8. Maintain a personal data file for each student.	4.51	0	.5	9	30	61
9. Develop a presentation on program philosophy and goals	3.88	0	3	31	41	25
10. Identify learning disabilities	4.66	0	0	6	22	72
11. Publicize program in school	3.99	1	2	23	45	29
12. Publicize program in community	3.88	0	3	33	37	27
13. Identify personality patterns	4.14	.5	.5	18	46	35
14. Conduct a PRIDE review	3.32	3	11	47	27	11
15. Identify resource people	3.90	0	2	27	50	21
16. Identify possible field trip sites	3.70	.5	4	37	43	15
17. Complete state reports	4.01	.9	5	26	30	39
18. Identify state and federal guidelines	4.18	.9	3	16	37	43
19. Prepare a budget	3.58	3	9	33	37	18
20. Develop a filing system	4.21	0	2	19	35	44
21. Compile accurate, up-to-date records	4.59	0	.5	7	25	67
22. Establish student transportation procedures	3.61	5	9	32	25	28
23. Develop positive reinforcement techniques	4.54	0	0	8	29	62
24. Arrange guided field experiences	3.78	1	2	35	41	21
25. Communicate individual subject goals to faculty and administration	3.98	0	3	25	44	28
26. Coordinate activities with law enforcement agencies and the courts	3.55	4	6	37	37	16

COMPETENCY	OVA MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
27. Organize and/or conduct a local program review	3.35	2	7	53	30	8
28. Conduct a student follow-up study	3.90	.5	3	27	44	25
29. Conduct an employer appreciation program	3.73	3	5	34	32	26
30. Develop local program objectives	4.26	.5	2	11	44	43
CURRICULUM:						
31. Estimate time sequence for a unit of instruction	3.69	3	5	33	40	19
32. Develop a unit plan	3.99	0	5	18	50	27
33. Construct instruments to evaluate instructional objectives	3.81	1	6	27	42	24
34. Organize a unit of instruction on career education	4.35	0	1	9	43	47
35. Incorporate deductive thinking into curriculum	3.82	1	4	30	41	24
36. Incorporate inductive thinking into curriculum	3.83	2	3	30	41	24
37. Write behavioral objectives	3.48	2	14	35	33	17
38. Administer appropriate diagnostic tests	4.04	.5	2	26	36	35
39. Utilize results of diagnostic tests	4.14	.4	2	22	34	42
40. Utilize audio-visual aids	4.26	.4	.4	14	42	43
41. Incorporate business and industrial manuals in curriculum	3.59	1	9	33	41	15
42. Utilize results of achievement tests	3.80	2	7	24	43	24
43. Complete a two-year course of study	3.37	8	12	31	31	17
44. Organize a weekly plan of instruction	4.23	1	2	12	42	42
45. Construct a system of reporting student progress to students and parents	4.27	.5	2	11	44	43
46. Locate instructional materials	4.34	.4	.4	12	38	49
47. Select instructional materials	4.42	0	.4	9	39	52
48. Contact reading resources and publication houses	3.76	.9	4	34	41	21
49. Construct a lesson plan	4.21	.9	3	15	36	45
CLASSROOM MANAGEMENT:						
50. Give a lecture	3.00	5	19	53	17	6

COMPETENCY	OWA MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
51. Present a demonstration	3.79	0	4	30	50	16
52. Conduct a student conference	4.59	0	0	6	29	65
53. Design and organize the physical plan of a classroom	3.85	.5	4	34	34	28
54. Group students for small group instruction	4.23	0	4	15	46	39
55. Develop a system of material storage	3.70	.4	7	39	28	25
56. Develop a schedule for cleaning work areas	3.42	4	13	40	23	20
57. Moderate student discussion of sensitive issues	4.06	.9	2	21	44	33
58. Prepare a schedule of activities	4.03	.5	2	21	48	29
59. Chart student progress	4.16	.4	2	17	43	38
60. Identify emotional factors that affect classroom environment	4.38	.4	.4	13	33	53
61. Develop a system of recording attendance	4.45	.4	1	12	25	61
62. Determine effectiveness of instruction	4.43	0	1	9	35	55
63. Utilize available classroom facilities	4.36	.0	.4	9	44	46
64. Operate audio-visual equipment	4.00	.4	3	23	44	30
65. Implement team teaching	2.97	12	17	42	18	10
66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques"	3.63	3	6	34	38	19
67. Employ oral questioning techniques	3.99	1	2	22	46	29
68. Employ role-playing and simulation techniques	3.69	.5	5	36	41	17
69. Employ project method of learning	3.70	.5	4	36	43	16
70. Establish a student tutoring program	3.88	1	3	28	44	24
71. Utilize problem-solving strategies	4.02	0	2	21	50	27
COORDINATION:						
72. Construct a procedure for job relocation or rotation	3.71	2	9	28	34	22
73. Evaluate student progress at a training station	4.48	0	.4	6	38	56
74. Identify entry level jobs in the community	3.92	1	6	20	47	26
75. Develop a process and a procedure for student selection	4.53	.5	1	6	30	63

COMPETENCY	OWA MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
76. Conduct a successful home visitation	4.60	1	2	5	21	72
77. Conduct a parent-teacher conference	4.27	2	2	11	36	49
78. Establish a policy and procedure for job placement	4.27	1	2	12	38	47
79. Conduct teacher-to-teacher conference	4.24	1	.5	16	37	45
80. Coordinate activities with participating schools	3.37	4	13	42	27	15
81. Develop public relations literature	3.52	4	10	34	35	17
82. Develop student training plans	3.89	.5	5	25	45	25
83. Inform employer of student in-school progress	3.83	1	5	30	40	25
84. Inform employers of their responsibilities	4.40	0	2	10	34	55
85. Inform parents of their responsibilities	4.30	0	1	16	34	49
86. Involve the family as a primary source of student reinforcement	4.16	.4	1	21	37	41
87. Inform school officials of their responsibilities	4.09	.4	3	19	47	36
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	4.33	.4	.9	10	43	46
89. Identify intellectual factors which contribute to reading difficulties	4.30	0	2	9	47	43
90. Assess student reading level	4.49	0	.9	4	39	55
91. Diagnose reading problems	4.47	0	.4	6	39	54
92. Prescribe remedial math activities	4.42	0	.5	8	42	50
93. Prescribe remedial reading activities	4.50	0	.9	6	36	58
94. Assess student comprehension of math concepts	4.28	0	2	13	40	45
95. Devise alternative methods of grading	3.95	1	6	22	37	34
96. Incorporate world of work into math instruction	4.33	0	1	12	38	48
97. Evaluate student reading progress	4.36	0	.9	9	43	47
98. Identify physical factors which contribute to reading difficulties	4.32	0	2	12	38	48
99. Administer appropriate diagnostic reading tests	4.29	0	1	14	40	45
100. Diagnose specific reading difficulties	4.34	0	1	10	42	47
101. Identify educational factors that contribute to reading difficulties	4.20	0	1	15	45	38

COMPETENCY	O'A MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
COUNSELING:						
102. Interpret results of vocational tests	3.96	.4	4	23	43	29
103. Devise problem-solving techniques	4.04	0	2	20	51	27
104. Identify symptoms of drug abuse	4.19	0	3	16	39	42
105. Locate help for drug related problems	4.17	.4	3	17	39	41
106. Develop value clarification strategies	4.07	.4	1	20	48	31
107. Identifying counseling technique	4.03	1	4	18	44	33
108. Inform students of scholarships and grants available	3.00	9	22	40	18	11
109. Conduct orientation for available academic and vocational programs	4.15	0	3	18	40	39
110. Identify requirements of local vocational programs	4.38	0	.4	13	34	52
111. Assess the ability of individual to modify his or her behavior	4.47	0	.4	9	33	57
112. Direct students into alternative programs	4.28	0	.4	15	40	44

OWA TEACHERS FREQUENCY SCALE

COMPETENCY	OWA Mean	Percentage Distribution of Response 1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
PROGRAM MANAGEMENT:						
1. Estimate cost of materials	2.26	4	74	15	5	2
2. Implement program modifications	3.22	.4	30	31	24	15
3. Research current trends in business and industry	2.46	5	60	21	12	2
4. Establish a plan for continuing professional in-service education	2.21	11	62	22	4	1
5. Assist students in scheduling	2.98	.4	44	27	15	14
6. Organize a club program	2.47	15	41	29	11	4
7. Organize an advisory committee	2.07	16	62	20	1	0
8. Maintain a personal data file for each student	3.99	0	9	23	29	40
9. Develop a presentation on program philosophy and goals	2.41	3	66	21	8	3
10. Identify learning disabilities	3.92	0	22	14	15	49
11. Publicize program in school	3.07	.9	46	20	13	21
12. Publicize program in community	2.58	3	59	23	8	7
13. Identify personality patterns	3.61	1	30	14	16	39
14. Conduct a PRIDE review	1.93	18	74	6	2	0
15. Identify resource people	2.87	.5	41	37	13	8
16. Identify possible field trip sites	2.57	5	48	36	8	3
17. Complete state reports	2.48	1	67	20	6	5
18. Identify state and federal guidelines	2.85	2	49	24	12	13
19. Prepare a budget	2.24	15	57	20	5	3
20. Develop a filing system	3.56	0	30	20	18	34
21. Compile accurate, up-to-date records	4.07	0	7	23	27	44
22. Establish student transportation procedures	2.88	11	45	11	11	22

COMPETENCY	ONA Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
23. Develop positive reinforcement techniques	4.35	.5	10	7	19	63
24. Arrange guided field experiences	2.57	4	49	34	10	3
25. Communicate individual subject goals to faculty and administration	2.87	.5	50	21	18	10
26. Coordinate activities with law enforcement agencies and the courts	2.23	13	65	12	8	3
27. Organize and/or conduct a local program review	2.04	13	73	12	2	0
28. Conduct a student follow-up study	2.19	7	76	11	2	4
29. Conduct an employer appreciation program	2.00	22	62	10	5	1
30. Develop local program objectives	2.82	2	46	29	14	9
CURRICULUM:						
31. Estimate time sequence for a unit of instruction	3.28	3	28	20	36	13
32. Develop a unit plan	3.27	1	19	35	41	4
33. Construct instruments to evaluate instructional objectives	2.93	4	39	25	24	8
34. Organize a unit of instruction on career education	3.02	1	36	30	24	8
35. Incorporate deductive thinking into curriculum	3.29	2	38	16	17	27
36. Incorporate inductive thinking into curriculum	3.27	2	39	16	16	27
37. Write behavioral objectives	2.89	5	44	19	22	17
38. Administer appropriate diagnostic tests	2.28	2	73	20	4	1
39. Utilize results of diagnostic tests	3.12	3	42	18	12	25
40. Utilize audio-visual aids	3.83	1	13	13	49	25
41. Incorporate business and industrial manuals in curriculum	2.69	8	44	25	19	5
42. Utilize results of achievement tests	2.86	3	50	19	12	16
43. Complete a two-year course of study	2.12	27	51	11	6	6
44. Organize a weekly plan of instruction	3.81	1	8	5	81	5
45. Construct a system of reporting student progress to students and parents	2.88	1	32	51	12	5

COMPETENCY	OWA Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
46. Locate instructional materials	3.72	.5	19	19	29	32
47. Select instructional materials	3.62	.5	22	20	30	28
48. Contact reading resources and publication houses	2.46	3	65	21	6	5
49. Construct a lesson plan	4.04	.5	11	7	47	34
CLASSROOM MANAGEMENT:						
50. Give a lecture	2.82	9	48	3	28	11
51. Present a demonstration	3.23	.5	34	18	38	10
52. Conduct a student conference	3.94	1	10	18	39	32
53. Design and organize the physical plan of a classroom	2.66	6	52	21	11	10
54. Group students for small group instruction	3.76	.5	19	15	34	30
55. Develop a system of material storage	2.71	3	56	20	7	14
56. Develop a schedule for cleaning work areas	3.12	7	39	10	20	22
57. Moderate student discussion of sensitive issues	3.29	1	37	11	31	19
58. Prepare a schedule of activities	3.39	1	19	30	36	13
59. Chart student progress	3.50	2	22	26	24	26
60. Identify emotional factors that affect classroom environment	3.95	2	20	12	12	54
61. Develop a system of recording attendance	4.65	1	6	5	4	85
62. Determine effectiveness of instruction	3.91	.5	15	14	34	37
63. Utilize available classroom facilities	4.47	.5	8	7	13	72
64. Operate audio-visual equipment	3.75	1	15	13	51	20
65. Implement team teaching	2.13	40	35	7	10	9
66. Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	2.80	9	45	13	25	9
67. Employ oral questioning techniques	3.85	2	23	6	27	42
68. Employ role-playing and simulation techniques	2.89	2	45	21	28	5
69. Employ project method of learning	2.84	4	43	28	16	10

COMPETENCY	OWA Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
70. Establish a student tutoring program	3.20	5	38	11	25	22
71. Utilize problem-solving strategies	3.52	1	28	15	27	28
72. Construct a procedure for job relocation or rotation	2.47	5	56	29	6	4
73. Evaluate student progress at a training station	3.58	0	8	38	42	11
74. Identify entry level jobs in the community	2.82	6	42	29	13	11
75. Develop a process and a procedure for student selection	2.40	1	71	20	3	5
76. Conduct a successful home visitation	2.56	.5	58	30	9	3
77. Conduct a parent-teacher conference	2.41	1	68	28	8	2
78. Establish a policy and procedure for job placement	2.72	2	52	28	9	9
79. Conduct teacher-to-teacher conferences	2.99	1	40	25	25	9
80. Coordinate activities with participating schools	2.16	15	65	13	6	2
81. Develop public relations literature	2.03	16	71	9	1	2
82. Develop student training plans	2.66	4	48	31	10	6
83. Inform employer of student in-school progress	2.76	2	41	38	16	3
84. Inform employers of their responsibilities	2.64	1	55	29	11	5
85. Inform parents of their responsibilities	2.48	.5	69	19	6	6
86. Involve the family as a primary source of student reinforcement	2.50	1	66	20	8	6
87. Inform school officials of their responsibilities	2.40	5	69	14	7	6
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	3.27	1	38	20	15	26
89. Identify intellectual factors which contribute to reading difficulties	3.08	.5	46	18	16	19
90. Assess student reading level	2.86	0	50	24	14	11
91. Diagnose reading problems	3.04	2	45	19	13	21
92. Prescribe remedial math activities	3.71	.5	24	11	33	32
93. Prescribe remedial reading activities	3.78	1	20	15	31	34

COMPETENCY	OWA Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
94. Assess student comprehension of math concepts	3.45	1	29	18	26	25
95. Devise alternative methods of grading	2.90	3	47	20	15	15
96. Incorporate world of work into math instruction	3.59	1	24	17	31	27
97. Evaluate student reading progress	3.04	1	35	32	22	10
98. Identify physical factors which contribute to reading difficulties	2.83	3	55	15	11	17
99. Administer appropriate diagnostic reading tests	2.38	2	75	11	4	8
100. Diagnose specific reading difficulties	2.75	4	54	20	8	14
101. Identify educational factors that contribute to reading difficulties	2.82	2	53	18	14	12
COUNSELING:						
102. Interpret results of vocational tests	2.18	8	75	11	6	3
103. Devise problem-solving techniques	3.06	1	38	26	22	13
104. Identify symptoms of drug abuse	3.05	3	48	13	11	24
105. Locate help for drug related problems	2.64	9	55	15	7	14
106. Develop value clarification strategies	3.19	2	36	20	23	19
107. Identifying counseling technique	3.16	3	37	20	21	19
108. Inform students of scholarships and grants available	1.95	27	59	9	4	1
109. Conduct orientation for available academic and vocational programs	2.40	3	[illegible]	22	6	3
110. Identify requirements of local vocational programs	2.59	.5	61	26	5	8
111. Assess the ability of individual to modify his or her behavior	3.64	.5	24	19	24	33
112. Direct students into alternative programs	2.61	2	63	18	7	10

RANK ORDER OF TEACHER COMPETENCIES
BASED ON IMPORTANCE SCALE
OWA TEACHERS

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
1	#10 - Identify learning disabilities	4.66
2	#76 - Conduct a successful home visit	
3	a.#52 - Conduct a student conference	
	b.#21 - Compile accurate up-to-date records	
4	#23 - Develop positive reinforcement techniques	
5	#75 - Develop process and procedure for student selection	4.53
6	# 8 - Maintain a personal data file for each student	
7	#93 - Prescribe remedial reading activities	
8	#90 - Assess student reading level	
9	#73 - Evaluate student progress at a training station	
10	a.#111- Assess ability of student to modify bheavior	
	b.#91 - Diagnose reading problems	
11	#61 - Develop system of recording attendance	
12	#62 - Determine effectiveness of instruction	
13	a.#92 - Prescribe remedial math activities	
	b.#47 - Select instructional materials	
14	#34 - Inform employers of their responsibilities	
15	a.#110- Identify requirements of local vocational programs	
	b.#60 - Identify emotional factors affecting class environment	
16	a.#97 - Evaluate student reading progress	4.36
	b.#63 - Utilize available classroom facilities	
17	#34 - Organize a unit of instruction on career education	
18	a.#46 - Locate instructional materials	
	b.#100- Diagnose specific reading difficulties	
19	a.#96 - Incorporate world of work into math instruction	
	b.#88 - Identify emotional factors contributing to reading difficulties	
20	#98 - Identify physical factors leading to reading difficulties	4.32
21	# 5 - Assist students in scheduling adjustments	
22	a.#85 - Inform parents of their responsibilities	
	b.#89 - Identify intellectual factors contributing to reading difficulties	
23	#99 - Administer appropriate diagnostic reading tests	
24	a.#112- Direct students into alternative programs	
	b.#94 - Assess student comprehension of math concepts	
25	a.#77 - Conduct a parent-teacher conference	4.27
	b.#78 - Establish a policy and procedure for job placement	
	c.#45 - Construct a system of reporting student progress to students and parents	
26	a.#30 - Develop local program objectives	
	b.#40 - Utilize audio-visual aids	
27	#79 - Conduct teacher-to-teacher conferences	
28	a.#44 - Organize a weekly plan of instruction	
	b.#54 - Group students for small group instruction	
29	a.#49 - Construct a lesson plan	
	b.#20 - Develop a filing system	
30	#101- Identify educational factors contributing to reading difficulties	4.20
31	#104- Identify symptoms of drug abuse	
32	#18 - Identify state and federal guidelines	
33	a.#105- Locate help for drug related problems	
	b.# 2 - Implement program modifications	

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
34	a.#59 - Chart student progress	
	b.#86 - Involve family as primary source of student reinforcement	
35	#109- Conduct orientation for available academic and vocational programs	
36	a.#39 - Utilize results of diagnostic tests	
	b.#13 - Identify personality patterns	
37	#87 - Inform school officials of their responsibilities	
38	#106- Develop value clarification strategies	
39	#57 - Moderate student discussion of sensitive issues	
40	a.#38 - Administer appropriate diagnostic tests	
	b.#103- Devise problem-solving techniques	
41	a.#107- Identify counseling techniques	
	b.#58 - Prepare a schedule of activities	
42	#71 - Utilize problem-solving strategies	
43	#17 - Complete state reports	
44	#64 - Operate audio-visual equipment	4.00
45	a.#67 - Employ oral questioning techniques	
	b.#32 - Develop a unit plan	
	c.#11 - Publicize program in school	
46	#25 - Communicate individual subject goals to faculty	
47	#102-Interpret results of vocational tests	
48	#95 - Devise alternative methods of grading	
49	#74 - Identify entry level jobs in the community	
50	a.#28 - Conduct a student follow-up study	
	b.#15 - Identify resource people	
51	#82 - Develop student training plans	
52	a.# 9 - Develop a presentation on program philosophy and goals	
	b.#70 - Establish a student tutoring program	
	c.#12 - Publicize program in community	
53	#53 - Design and organize physical plan of classroom	
54	a.#83 - Inform employer of student in-school progress	3.83
	b.#36 - Incorporate inductive thinking into curriculum	
55	#35 - Incorporate deductive thinking into curriculum	
56	#33 - Construct instruments to evaluate instructional objectives	
57	#42 - Utilize results of achievement tests	
58	#51 - Present a demonstration	
59	#24 - Arrange guided field experiences	
60	#48 - Contact reading resources and publication houses	
61	#29 - Conduct an employer appreciation program	
62	#72 - Construct a procedure for job relocation or rotation	
63	a.#16 - Identify possible field trip sites	
	b.#55 - Develop a system of material storage	
	c.#69 - Employ project method of learning	
64	a.#68 - Employ role-playing and simulation techniques	
	b.#31 - Estimate time sequence for a unit of instruction	
65	# 4 - Establish a plan for continuing professional in-service education	
66	#66 - Stimulate learning through "brainstorming", "buzz groups" and "question box techniques"	
67	#22 - Establish student transportation procedures	
68	#41 - Incorporate business and industrial manuals in curriculum	

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
69	#19 - Prepare a budget	
70	#26 - Coordinate activities with law enforcement agencies	
71	#81 - Develop public relations literature	
72	#37 - Write behavioral objectives	3.48
73	# 3 - Research current trends in business and industry	
74	#56 - Develop a schedule for cleaning work areas	3.42
75	# 1 - Estimate cost of materials	
76	a. #43 - Complete a two-year course of study	
	b. # 6 - Organize a club program	
	c. #80 - Coordinate activities with participating schools	
77	#27 - Organize and/or conduct a local program review	
78	#14 - Conduct a PRIDE review	3.32
79	# 7 - Organize an advisory committee	
80	a. #50 - Give a lecture	3.00
	b. #108- Inform students of scholarships available	
81	#65 - Implement team teaching	2.97

IMPORTANCE SCALE
OWA TEACHERS AND SUPERVISORS
(mean scores)

OWA Teachers	OWA Supervisors	OWA/OWE Supervisors	COMPETENCY
			PROGRAM MANAGEMENT
3.38	3.33	2.75	1. Estimate cost of materials
4.17	3.67	4.00	2. Implement program modifications
3.45	3.67	3.25	3. Research current trends in business and industry
3.64	4.33	3.57	4. Establish a plan for continuing professional in-service education
4.31	4.67	4.25	5. Assist students in scheduling adjustments
3.37	4.33	3.75	6. Organize a club program
3.16	4.67	4.75	7. Organize an advisory committee
4.51	4.67	5.00	8. Maintain a personal data file for each student
3.88	4.67	.00	9. Develop a presentation on program philosophy and goals
4.66	5.00	4.50	10. Identify learning disabilities
3.99	5.00	4.75	11. Publicize program in school
3.88	5.00	4.50	12. Publicize program in community
4.14	4.00	4.50	13. Identify personality patterns
3.32	4.67	3.00	14. Conduct a PRIDE review
3.90	4.00	4.25	15. Identify resource people
3.70	4.00	4.00	16. Identify possible field trip sites
4.01	4.00	4.50	17. Complete state reports
4.18	4.00	4.25	18. Identify state and federal guidelines
3.58	3.67	3.00	19. Prepare a budget
4.21	4.00	4.25	20. Develop a filing system
4.59	4.67	4.75	21. Compile accurate, up-to-date records
3.61	4.00	3.33	22. Establish student transportation procedures
4.54	4.67	5.00	23. Develop positive reinforcement techniques
3.78	4.33	4.00	24. Arrange guided field experiences
3.98	4.00	4.00	25. Communicate individual subject goals to faculty and administration
3.55	3.00	3.75	26. Coordinate activities with law enforcement agencies and the courts

OVA Teachers	OVA Supervisors	OVA/OVE Supervisors	COMPETENCY
3.35	3.33	3.75	27. Organize and/or conduct a local program review
3.90	4.33	4.40	28. Conduct a student follow-up study
3.73	3.00	4.50	29. Conduct an employer appreciation program
4.26	4.67	4.75	30. Develop local program objectives
			CURRICULUM
3.69	4.00	3.50	31. Estimate time sequence for a unit of instruction.
3.99	4.33	3.75	32. Develop a unit plan
3.81	4.00	3.50	33. Construct instruments to evaluate instructional objectives
4.35	4.33	3.75	34. Organize a unit of instruction on career education
3.82	3.00	4.00	35. Incorporate deductive thinking into curriculum
3.83	3.81	4.00	36. Incorporate inductive thinking into curriculum
3.48	4.00	3.50	37. Write behavioral objectives
4.04	3.33	3.67	38. Administer appropriate diagnostic tests
4.14	4.00	4.00	39. Utilize results of diagnostic tests
4.26	4.33	4.25	40. Utilize audio-visual aids
3.59	3.67	4.00	41. Incorporate business and industrial manuals in curriculum
3.80	3.67	3.50	42. Utilize results of achievement tests
3.37	3.67	3.33	43. Complete a two-year course of study
4.23	4.33	4.75	44. Organize a weekly plan of instruction
4.27	4.33	4.75	45. Construct a system of reporting student progress to students and parents
4.34	4.33	4.50	46. Locate instructional materials
4.42	4.33	4.75	47. Select instructional materials
3.76	3.67	3.25	48. Contact reading resources and publication houses
4.21	4.67	4.75	49. Construct a lesson plan
			CLASSROOM MANAGEMENT:
3.00	3.00	3.50	50. Give a lecture
3.79	3.67	4.00	51. Present a demonstration
4.59	4.33	5.00	52. Conduct a student conference
3.85	5.00	3.00	53. Design and organize the physical plan of a classroom

OWA Teachers	OWA Supervisors	OWA/OWE Supervisors	COMPETENCY
4.23	4.33	4.00	54. Group students for small group instruction
3.70	3.67	3.25	55. Develop a system of material storage
3.42	3.33	3.25	56. Develop a schedule for cleaning work areas
4.06	4.33	4.00	57. Moderate student discussion of sensitive issues
4.03	4.00	4.00	58. Prepare a schedule of activities
4.16	4.33	4.33	59. Chart student progress
4.38	4.33	4.50	60. Identify emotional factors that affect classroom environment
4.45	4.33	4.75	61. Develop a system of recording attendance
4.43	4.67	4.25	62. Determine effectiveness of instruction
4.36	4.33	4.00	63. Utilize available classroom facilities
4.00	3.67	3.75	64. Operate audio-visual equipment
2.97	4.00	3.00	65. Implement team teaching
3.63	3.67	4.00	66. Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"
3.99	4.33	4.75	67. Employ oral questioning techniques
3.69	4.00	4.25	68. Employ role-playing and simulation techniques
3.70	4.33	3.67	69. Employ project method of learning
3.88	4.33	3.25	70. Establish a student tutoring program
4.02	4.00	4.25	71. Utilize problem-solving strategies
3.71	3.67	4.25	72. Construct a procedure for job relocation or rotation
4.48	4.67	4.75	73. Evaluate student progress at a training station
3.92	4.67	4.50	74. Identify entry level jobs in the community
4.53	4.67	4.75	75. Develop a process and a procedure for student selection
4.60	4.67	5.00	76. Conduct a successful home visitation
4.27	4.67	4.50	77. Conduct a parent-teacher conference
4.27	4.67	4.75	78. Establish a policy and procedure for job placement
4.24	4.33	4.67	79. Conduct teacher-to-teacher conferences
3.37	3.33	3.25	80. Coordinate activities with participating schools
3.52	3.67	3.75	81. Develop public relations literature

OWA Teachers	OWA Supervisors	OWA/OWE Supervisors	COMPETENCY
3.89	3.67	4.75	82. Develop student training plans
3.83	5.00	4.25	83. Inform employer of student in-school progress
4.40	5.00	4.67	84. Inform employers of their responsibilities
4.30	5.00	4.75	85. Inform parents of their responsibilities
4.16	4.67	4.00	86. Involve the family as a primary source of student reinforcement
4.09	4.33	4.50	87. Inform school officials of their responsibilities
			REMEDIATION
4.33	4.00	4.33	88. Identify emotional factors which contribute reading difficulties
4.30	4.33	4.50	89. Identify intellectual factors which contribute to reading difficulties
4.49	4.33	4.50	90. Assess student reading level
4.47	4.33	4.00	91. Diagnose reading problems
4.42	4.67	4.25	92. Prescribe remedial math activities
4.50	4.67	4.25	93. Prescribe remedial reading activities
4.28	4.33	4.25	94. Assess student comprehension of math concepts
3.95	4.00	4.00	95. Devise alternative methods of grading
4.33	4.33	4.75	96. Incorporate world of work into math instruction
4.36	4.33	4.50	97. Evaluate student reading progress
4.32	4.00	4.33	98. Identify physical factors which contribute to reading difficulties
4.29	4.33	3.33	99. Administer appropriate diagnostic reading tests
4.34	4.33	3.67	100. Diagnose specific reading difficulties
4.20	4.00	3.75	101. Identify educational factors that contribute to reading difficulties
			COUNSELING:
3.96	3.67	4.00	102. Interpret results of vocational tests
4.04	4.33	3.75	103. Devise problem-solving techniques
4.19	4.33	4.25	104. Identify symptoms of drug abuse
4.17	4.33	4.00	105. Locate help for drug related problems
4.07	4.33	4.25	106. Develop value clarification strategies
4.03	4.00	4.25	107. Identifying counseling technique
3.00	2.67	2.75	108. Inform students of scholarships and grants available

OWA Teachers	OWA Supervisors	OWA/OWE Supervisors	COMPETENCY
4.15	4.67	4.25	109. Conduct orientation for available academic and vocational programs
4.38	4.67	4.25	110. Identify requirements of local vocational programs
4.47	4.67	4.50	111. Assess the ability of individual to modify his or her behavior
4.28	3.33	4.00	112. Direct students into alternative programs

Statistical Analysis

OWE Program

1. Teacher Importance Scale
2. Teacher Frequency Scale
3. Rank Order of Teacher Competencies
4. Importance Scale - Teachers, Supervisors, and Teacher Educators

OWE TEACHERS IMPORTANCE SCALE

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
PROGRAM MANAGEMENT:						
1. Estimate cost of materials	3.23	4	14	48	25	10
2. Implement program modifications	4.12	.3	1	15	53	30
3. Research current trends in business and industry	3.61	1	9	33	43	14
4. Establish a plan for continuing professional in-service education	3.54	3	5	39	42	12
5. Assist students in scheduling adjustments	4.20	2	2	14	38	44
6. Organize a club program	3.43	5	14	35	24	22
7. Organize an advisory committee	3.49	2	16	31	32	19
8. Maintain a personal data file for each student	4.59	0	.6	7	25	68
9. Develop a presentation on program philosophy and goals	3.88	.9	5	27	40	27
10. Identify learning disabilities	4.45	0	2	9	33	57
11. Publicize program in school	3.97	.3	5	26	34	35
12. Publicize program in community	4.16	0	2	19	38	40
13. Identify personality patterns	4.15	.3	3	19	39	39
14. Conduct a PRIDE review	3.31	6	13	39	28	14
15. Identify resource people	4.02	.3	1	26	42	31
16. Identify possible field trip sites	3.89	.3	2	30	44	24
17. Complete state reports	3.67	2	10	33	31	25
18. Identify state and federal guidelines	3.97	.9	4	26	36	33
19. Prepare a budget	3.48	6	13	30	30	22
20. Develop a filing system	4.19	0	2	20	36	42
21. Compile accurate, up-to-date records	4.53	0	0	7	32	60
22. Establish student transportation procedures	3.75	3	10	27	32	29
23. Develop positive reinforcement technique	4.43	.3	.3	11	33	55
24. Arrange guided field experiences	3.90	.3	2	32	39	27
25. Communicate individual subject goals to faculty and administration	3.86	.6	5	27	42	25
26. Coordinate activities with law enforcement agencies and the courts	3.64	.9	7	34	43	15

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
27. Organize and/or conduct a local program review	3.35	2	10	49	30	9
28. Conduct a student follow-up study	3.79	.3	8	29	40	24
29. Conduct an employer appreciation program	4.18	.6	4	16	35	44
30. Develop local program objectives	4.10	.3	2	19	45	34
CURRICULUM:						
31. Estimate time sequence for a unit of instruction	3.51	2	10	40	35	14
32. Develop a unit plan	3.95	.6	4	20	50	25
33. Construct instruments to evaluate instructional objectives	3.57	2	8	39	35	17
34. Organize a unit of instruction on career education	3.92	.6	4	24	45	26
35. Incorporate deductive thinking into curriculum	3.62	2	7	37	39	16
36. Incorporate inductive thinking into curriculum	3.65	.6	7	38	35	19
37. Write behavioral objectives	3.43	5	10	36	34	15
38. Administer appropriate diagnostic tests	3.41	3	13	38	29	16
39. Utilize results of diagnostic tests	3.67	2	7	34	34	22
40. Utilize autio-visual aids	4.37	0	.3	9	44	47
41. Incorporate business and industrial manuals in curriculum	3.60	1	7	38	40	15
42. Utilize results of achievement tests	3.52	3	9	40	31	17
43. Complete a two-year course of study	3.49	7	11	31	28	23
44. Organize a weekly plan of instruction	4.19	.6	3	15	38	43
45. Construct a system of reporting student progress to students and parents	4.16	.9	.3	19	34	43
46. Locate instructional materials	4.32	0	2	9	43	45
47. Select instructional materials	4.41	0	.9	7	42	50
48. Contact reading resources and publication houses	3.64	.6	6	30	38	16
49. Construct a lesson plan	4.08	.3	5	19	37	38
CLASSROOM MANAGEMENT:						
50. Give a lecture	3.11	4	22	43	22	9

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SO'E	4 CONSIDERABLE	5 GREAT
51. Present a demonstration	3.81	.3	3	29	50	17
52. Conduct a student conference	4.56	.6	1	6	26	66
53. Design and organize the physical plan of a classroom	3.61	3	12	29	33	23
54. Group students for small group instruction	3.84	.6	5	29	41	24
55. Develop a system of material storage	3.77	2	7	29	38	25
56. Develop a schedule for cleaning work areas	2.99	13	21	32	20	14
57. Moderate student discussion of sensitive issues	4.10	0	2	22	41	35
58. Prepare a schedule of activities	3.97	0	5	23	44	29
59. Chart student progress	3.99	1	3	24	39	33
60. Identify emotional factors that affect classroom environment	4.35	.3	2	11	35	51
61. Develop a system of recording attendance	4.56	0	.9	9	22	67
62. Determine effectiveness of instruction	4.35	0	.3	12	40	47
63. Utilize available classroom facilities	4.37	0	1	11	39	49
64. Operate audio-visual equipment	4.25	.3	2	12	46	40
65. Implement team teaching	3.08	10	16	41	20	12
66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques"	3.82	2	5	29	39	25
67. Employ oral questioning techniques	4.13	.3	3	18	41	37
68. Employ role-playing and simulation techniques	3.58	2	7	38	37	16
69. Employ project method of learning	3.49	2	7	46	31	14
70. Establish a student tutoring program	3.52	3	8	41	31	17
71. Utilize problem-solving strategies	3.91	1	2	26	47	24
COORDINATION:						
72. Construct a procedure for job relocation or rotation	3.42	8	14	25	31	21
73. Evaluate student progress at a training station	4.62	0	.6	5	27	68
74. Identify entry level jobs in the community	4.35	0	1	11	39	49
75. Develop a process and a procedure for student selection	4.66	0	1	3	24	72

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
76. Conduct a successful home visitation	4.49	.3	1	11	25	63
77. Conduct a parent-teacher conference	4.23	.6	3	17	32	47
78. Establish a policy and procedure for job placement	4.50	0	.6	8	33	58
79. Conduct teacher-to-teacher conferences	3.99	1	5	22	36	35
80. Coordinate activities with participating schools	3.40	4	13	39	28	17
81. Develop public relations literature	3.79	1	5	34	33	26
82. Develop student training plans	3.66	2	11	28	37	22
83. Inform employer of student in-school	3.92	.6	4	28	38	30
84. Inform employers of their responsibilities	4.31	0	3	11	39	48
85. Inform parents of their responsibilities	4.17	.9	4	15	37	43
86. Involve the family as a primary source of student reinforcement	3.95	.9	4	26	37	32
87. Inform school officials of their responsibilities	3.89	2	8	21	37	32
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	4.00	.6	5	20	42	32
89. Identify intellectual factors which contribute to reading difficulties	3.99	1	4	22	42	32
90. Assess student reading level	4.12	.6	3	17	42	37
91. Diagnose reading problems	4.01	2	5	19	37	37
92. Prescribe remedial math activities	4.07	.6	2	21	42	34
93. Prescribe remedial reading activities	4.11	1	2	19	42	36
94. Assess student comprehension of math concepts	4.01	2	3	21	42	33
95. Devise alternative methods of grading	3.89	2	4	27	38	29
96. Incorporate world of work into math instruction	4.29	.6	1	18	38	42
97. Evaluate student reading progress	3.93	2	4	22	45	28
98. Identify physical factors which contribute to reading difficulties	3.96	2	4	24	40	31
99. Administer appropriate diagnostic reading tests	3.65	6	9	27	30	28
100. Diagnose specific reading difficulties	3.85	3	5	24	39	29

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
101. Identify educational factors that contribute to reading difficulties	3.90	2	5	24	39	30
COUNSELING:						
102. Interpret results of vocational tests	3.86	1	3	27	47	22
103. Devise problem-solving techniques	4.03	.3	2	21	46	30
104. Identify symptoms of drug abuse	4.10	.3	3	23	35	39
105. Locate help for drug related problems	4.18	.3	3	20	33	44
106. Develop value clarification strategies	4.08	0	3	24	36	37
107. Identifying counseling technique	4.05	1	3	22	37	37
108. Inform students of scholarships and grants available	3.08	12	19	34	21	15
109. Conduct orientation for available academic and vocational programs	3.73	2	6	33	36	23
110. Identify requirements of local vocational programs	3.93	1	4	26	38	30
111. Assess the ability of individual to modify his or her behavior	4.28	.3	0	17	37	45
112. Direct students into alternative programs	4.11	0	2	19	43	38

OWE TEACHERS FREQUENCY SCALE

COMPETENCY	OWE MEAN	Percentage Distribution of Response 1 NEVER	2 OCCASIONALLY	3 MONTHLY	4 WEEKLY	5 DAILY
PROGRAM MANAGEMENT						
1. Estimate cost of materials	2.23	5	78	9	2	5
2. Implement program modifications	3.08	1	42	25	17	16
3. Research current trends in business and industry	2.79	4	47	25	14	10
4. Establish a plan for continuing professional in-service education	2.37	6	65	20	7	3
5. Assist students in scheduling adjustments	2.76	3	50	24	16	8
6. Organize a club program	2.62	15	34	27	23	2
7. Organize an advisory committee	2.27	9	65	20	3	3
8. Maintain a personal data file for each student	4.00	3	12	15	33	40
9. Develop a presentation on program philosophy and goals	2.42	3	68	17	8	3
10. Identify learning disabilities	3.48	2	31	17	16	33
11. Publicize program in school	2.81	2	51	24	9	14
12. Publicize program in community	2.85	3	49	23	9	11
13. Identify personality patterns	3.56	2	32	16	12	39
14. Conduct a PRIDE review	2.09	12	76	5	4	3
15. Identify resource people	2.94	2	41	32	13	12
16. Identify possible field trip sites	2.79	9	42	38	14	5
17. Complete state reports	2.28	2	75	19	2	2
18. Identify state and federal guidelines	2.58	9	65	18	5	10
19. Prepare a budget	2.15	20	58	14	6	3

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
20. Develop a filing system	3.53	1	31	15	21	33
21. Compile accurate, up-to-date records	4.09	.6	10	14	29	46
22. Establish student transportation procedures	2.84	8	48	11	17	15
23. Develop positive reinforcement techniques	4.06	.9	18	11	13	57
24. Arrange guided field experiences	2.73	2	45	36	12	5
25. Communicate individual subject goals to faculty and administration	2.61	2	60	21	9	8
26. Coordinate activities with law enforcement agencies and the courts	2.31	6	69	16	6	3
27. Organize and/or conduct a local program review	2.06	12	74	10	2	1
28. Conduct a student follow-up study	2.23	5	78	11	3	4
29. Conduct an employer appreciation program	2.22	5	78	10	4	4
30. Develop local program objectives	2.63	2	61	19	8	10
CURRICULUM:						
31. Estimate time sequence for a unit of instruction	3.25	3	30	17	36	13
32. Develop a unit plan	3.34	1	19	34	38	8
33. Construct instruments to evaluate instructional objectives	2.81	7	43	19	23	8
34. Organize a unit of instruction on career education	2.52	4	58	25	8	5
35. Incorporate deductive thinking into curriculum	3.19	3	41	14	16	26

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
36. Incorporate inductive thinking into curriculum	3.27	2	41	12	17	28
37. Write behavioral objectives	2.69	8	52	12	18	10
38. Administer appropriate diagnostic tests	2.07	18	65	11	3	3
39. Utilize results of diagnostic tests	2.55	9	59	14	7	12
40. Utilize audio-visual aids	4.00	1	8	11	48	31
41. Incorporate business and industrial manuals in curriculum	2.77	5	46	25	16	8
42. Utilize results of achievement tests	2.54	7	61	13	9	10
43. Complete a two-year course of study	2.30	14	62	12	4	8
44. Organize a weekly plan of instruction	3.87	1	7	7	75	11
45. Construct a system of reporting student progress to students and parents	2.85	2	33	49	9	7
46. Locate instructional materials	3.75	0	20	18	31	32
47. Select instructional materials	3.75	.3	19	19	29	38
48. Contact reading resources and publication houses	2.43	5	60	24	8	3
49. Construct a lesson plan	3.98	6	15	8	38	38
50. Give a lecture	3.04	6	45	4	26	18
51. Present a demonstration	3.28	2	32	14	39	12
52. Conduct a student conference	4.01	2	10	15	32	41
53. Design and organize the physical plan of a classroom	2.16	19	58	11	5	6
54. Group students for small group instruction	3.28	4	35	13	30	16

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
55. Develop a system of material storage	2.79	4	50	11	14	17
56. Develop a schedule for cleaning work areas	2.63	23	38	8	11	18
57. Moderate student discussion of sensitive issues	3.30	.3	29	15	26	24
58. Prepare a schedule of activities	3.43	2	23	25	34	17
59. Chart student progress	3.45	3	20	28	25	23
60. Identify emotional factors that affect classroom environment	3.84	5	22	6	14	52
61. Develop a system of recording attendance	4.60	.9	9	3	2	84
62. Determine effectiveness of instruction	3.86	0	18	16	28	38
63. Utilize available classroom facilities	4.42	.9	10	6	11	72
64. Operate audio-visual equipment	3.86	1	14	10	49	26
65. Implement team teaching	2.22	34	38	11	8	9
66. Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	3.03	6	37	16	31	11
67. Employ oral questioning techniques	4.05	.6	18	8	21	52
68. Employ role-playing and simulation techniques	2.83	5	46	19	21	9
69. Employ project method of learning	2.55	6	54	23	12	5
70. Establish a student tutoring program	2.57	18	46	10	13	13
71. Utilize problem-solving strategies	3.32	3	35	16	22	25

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
72. Construct a procedure for job relocation or rotation	2.35	20	50	13	10	7
73. Evaluate student progress at a training station	3.57	.9	6	38	45	10
74. Identify entry level jobs in the community	3.08	2	38	25	21	14
75. Develop a process and a procedure for student selection	2.55	2	63	21	6	8
76. Conduct a successful home visitation	2.42	.6	66	28	3	3
77. Conduct a parent-teacher conference	2.28	2	75	18	4	1
78. Establish a policy and procedure for job placement	2.79	.9	53	21	14	10
79. Conduct teacher-to-teacher conferences	2.79	3	53	18	14	12
80. Coordinate activities with participating schools	2.26	14	59	19	4	4
81. Develop public relations literature	2.33	8	67	16	4	6
82. Develop student training plans	2.43	12	56	18	8	7
83. Inform employer of student in-school progress	2.86	1	40	37	16	6
84. Inform employers of their responsiblilities	2.57	.9	60	25	10	5
85. Inform parents of their responsibil ties	2.32	2	73	18	4	3
86. Involve the family as a primary source of student reinforcement	2.37	4	68	19	6	4
87. Inform school officials of their responsibilities	2.34	6	70	11	8	4

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	2.65	9	54	13	9	14
89. Identify intellectual factors which contribute to reading difficulties	2.62	6	59	14	8	13
90. Assess student reading level	2.49	5	62	18	8	7
91. Diagnose reading problems	2.49	13	54	16	7	11
92. Prescribe remedial math activities	2.97	6	39	18	23	13
93. Prescribe remedial reading activities	2.97	9	37	16	23	15
94. Assess student comprehension of math concepts	2.81	6	47	18	18	11
95. Devise alternative methods of grading	2.72	6	51	18	14	10
96. Incorporate world of work into math instruction	3.34	4	29	17	31	2
97. Evaluate student reading progress	2.63	12	45	21	14	9
98. Identify physical factors which contribute to reading difficulties	2.44	13	57	12	8	9
99. Administer appropriate diagnostic reading tests	2.04	28	56	7	4	6
100. Diagnose specific reading difficulties	2.30	19	55	11	8	7
101. Identify educational factors that contribute to reading difficulties	2.41	13	58	14	7	9
COUNSELING:						
102. Interpret results of vocational tests	2.15	10	73	10	3	3

COMPETENCY	OWE MEAN	NEVER	OCCASIONALLY	MONTHLY	WEEKLY	DAILY
103. Devise problem-solving techniques	2.99	3	47	13	20	16
104. Identify symptoms of drug abuse	3.09	4	46	13	12	25
105. Locate help for drug related problems	2.65	7	57	15	7	14
106. Develop value clarification strategies	3.15	4	38	19	17	22
107. Identifying counseling techniques	3.19	4	38	16	17	24
108. Inform students of scholarships and grants available	2.06	17	68	9	3	3
109. Conduct orientation for available academic vocational programs	2.32	7	68	16	5	4
110. Identify requirements of local vocational programs	2.48	2	65	21	5	7
111. Assess the ability of individual to modify his or her behavior	3.53	.6	32	16	16	35
112. Direct students into alternative programs	2.43	.7	73	14	7	.6

RANK ORDER OF TEACHER COMPETENCIES
BASED ON IMPORTANCE SCALE
OUE TEACHERS

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
1	#75 - Develop a process and procedure for student selection	4.66
2	#73 - Evaluate student progress at a training station	
3	# 8 - Maintain a personal data file for each student	
4	a.#52 - Conduct a student conference	
	b.#61 - Develop a system of recording attendance	
5	#21 - Compile accurate, up-to-date records	4.35
6	#78 - Establish a policy and procedure for job placement	
7	#76 - Conduct a successful home visitation	
8	#10 - Identify learning disabilities	4.45
9	#23 - Develop positive reinforcement techniques	
10	#47 - Select instructional materials	
11	a.#63 - Utilize available classroom facilities	
	b.#40 - Utilize audio-visual aids	
12	a.#62 - Determine effectiveness of instruction	4.35
	b.#60 - Identify emotional factors that affect class environment	
	c.#74 - Identify entry level jobs in the community	
13	#46 - Locate instructional materials	
14	#84 - Inform employers of their responsibilities	
15	#111- Assess ability of individual to modify his behavior	
16	#64 - Operate audio-visual equipment	
17	#77 - Conduct a parent-teacher conference	
18	# 5 - Assist students in scheduling adjustments	
19	a.#96 - Incorporate world of work into Math instruction	4.19
	b.#44 - Organize a weekly plan of instruction	
	c.#20 - Develop a filing system	
20	a.#105- Locate help for drug related problems	
	b.#29 - Conduct an employer appreciation program	
21	#85 - Inform parents of their responsibilities	
22	a.#45 - Construct a system of reporting student progress to students and parents	
	b.#12 - Publicize program in community	
23	#13 - Identify personality patterns	
24	#67 - Employ oral questioning techniques	
25	a.#90 - Assess student reading level	
	b.# 2 - Implement program modifications	
26	a.#93 - Prescribe remedial reading activities	
	b.#112- Direct students into alternative programs	
27	a.#30 - Develop local program objectives	4.10
	b.#104- Identify symptoms of drug abuse	
	c.#57 - Moderate student discussion of sensitive issues	
28	a.#49 - Construct a lesson plan	
	b.#106- Develop value clarification strategies	
29	#92 - Prescribe remedial math activities	
30	#107- Identify Counseling Techniques	
31	#103- Devise problem-solving techniques	
32	#15 - Identify resource people	
33	a.#91 - Diagnose reading problems	
	b.#94 - Assess student comprehension of math concepts	
34	#88 - Identify emotional factors contributing to reading difficulties	
35	a.#89 - Identify intellectual factors contributing to reading difficulties	4.00
	b.#79 - Conduct teacher-to-teacher conferences	
	c.#59 - Chart student progress	

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
36	a.#18 - Identify state and federal guidelines	
	b.#58 - Prepare a schedule of activities	
	c.#11 - Publicize program in school	
37	#98 - Identify physical factors contributing to reading difficulties	
38	a.#86 - Involve family as primary source of student reinforcement	
	b.#32 - Develop a unit plan	
39	a.#110- Identify requirements of local vocational programs	
	b.#97 - Evaluate student reading progress	
40	a.#83 - Inform employer of student in-school progress	
	b.#34 - Organize a unit of instruction on career education	
41	#71 - Utilize problem-solving strategies	
42	a.#101- Identify educational factors contributing to reading difficulties	3.90
	b.#24 - Arrange guided field experiences	
43	a.#87 - Inform school officials of their responsibilities	
	b.#95 - Devise alternative methods of grading	
	c.#16 - Identify possible field trip sites	
44	# 9 - Develop a presentation on program philosophy and goals	
45	a.#25 - Communicate individual subject goals to faculty and administration	
	b.#102- Interpret results of vocational tests	
46	#100- Diagnose specific reading difficulties	
47	#54 - Group students for small group instruction	
48	#66 - Stimulate learning through "brainstorming", "buzz groups" and "question box techniques".	
49	#51 - Present a demonstration	
50	a.#28 - Conduct a student follow-up study	
	b.#81 - Develop public relations literature	
51	#55 - Develop a system of material storage	
52	#22 - Establish student transportation procedures	3.75
53	#109- Conduct orientation for available academic and Vocational Programs	
54	a.#39 - Utilize results of diagnostic tests	
	b.#17 - Complete state reports	
55	#82 - Develop student training plans	
56	a.#99 - Administer appropriate diagnostic reading tests	
	b.#36 - Incorporate inductive thinking into curriculum	
57	a.#48 - Contact reading resources and publication houses	
	b.#26 - Coordinate activities with law encorcement agencies	
58	#35 - Incorporate deductive thinking into curriculum	
59	a.#53 - Design and organize the physical plan of a classroom	
	b.# 3 - Research current trends in business and industry	
60	#41 - Incorporate business and industrial manuals in curriculum	
61	#68 - Employ role-playing and simulation techniques	
62	#33 - Construct instruments to evaluate instructional objectives	3.57
63	# 4 - Establish a plan for continuing professional in-service education	
64	a.#70 - Establish a student tutoring program	
	b.#42 - Utilize results of achievement tests	
65	#31 - Estimate time sequence for a unit of instruction	3.51

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of means
66	a.#69 - Employ project method of learning	
	b.#43 - Complete a two-year course of study	
	c.# 7 - Organize an advisory committee	
67	#19 - Prepare a budget	
68	a.#37 - Write bheavioral objectives	
	b.# 6 - Organize a club program	
69	#72 - Construct a procedure for job relocation or rotation	3.42
70	#38 - Administer appropriate diagnostic tests	
71	#80 - Coordinate activities with participating schools	
72	#27 - Organize and/or conduct a local program review	
73	#14 - Conduct a PRIDE review	3.31
74	# 1 - Estimate cost of materials	
75	#50 - Give a lecture	3.11
76	a.#108- Inform students of scholarships and grants available	3.08
	b.#65 - Implement team teaching	
77	#56 - Develop a schedule for cleaning work areas	2.99

IMPORTANCE SCALE
OWE TEACHERS, SUPERVISORS AND TEACHER EDUCATORS
(mean scores)

OWE Teachers	OWE Supervisors	OWE Teacher Educators	COMPETENCY
			PROGRAM MANAGEMENT:
3.23	2.75	3.14	1. Estimate cost of materials
4.12	4.13	3.85	2. Implement program modifications
3.61	3.13	3.29	3. Research current trends in business and industry
3.54	3.63	4.07	4. Establish a plan for continuing professional in-service education
4.20	3.63	3.36	5. Assist students in scheduling adjustments
3.83	4.00	4.14	6. Organize a club program
3.49	4.25	4.21	7. Organize an advisory committee
4.56	4.50	4.36	8. Maintain a personal data file for each student
3.88	4.00	3.86	9. Develop a presentation on program philosophy and goals
4.45	4.38	4.57	10. Identify learning disabilities
3.97	3.38	4.00	11. Publicize program in school
4.16	4.13	4.00	12. Publicize program in community
4.15	3.75	4.08	13. Identify personality patterns
3.31	3.00	3.29	14. Conduct a PRIDE review
4.02	3.75	3.79	15. Identify resource people
3.89	3.38	3.36	16. Identify possible field trip sites
3.67	3.75	4.50	17. Complete state reports
3.97	3.63	3.21	18. Identify state and federal guidelines
3.48	2.25	3.36	19. Prepare a budget
4.19	3.63	3.71	20. Develop a filing system
4.53	4.38	4.14	21. Compile accurate, up-to-date records
3.75	4.00	3.71	22. Establish student transportation procedures
4.43	4.50	4.50	23. Develop positive reinforcement techniques
3.90	3.38	3.50	24. Arrange guided field experiences
3.86	3.63	4.00	25. Communicate individual subject goals to faculty and administration
3.64	3.25	3.17	26. Coordinate activities with law enforcement agencies and the courts

OVE Teachers	OVE Supervisors	OVE Teacher Educators	COMPETENCY
3.35	3.38	3.43	27. Organize and/or conduct a local program review
3.79	4.13	4.14	28. Conduct a student follow-up study
4.18	4.63	4.50	29. Conduct an employer appreciation program
4.10	4.38	4.86	30. Develop local program objectives
			CURRICULUM
3.51	3.50	3.93	31. Estimate time sequence for a unit of instruction
3.95	4.25	4.79	32. Develop a unit plan
3.57	3.75	4.64	33. Construct instruments to evaluate instructional objectives
3.92	3.25	3.77	34. Organize a unit of instruction on career education
3.62	3.13	4.31	35. Incorporate deductive thinking into curriculum
3.65	3.38	4.38	36. Incorporate inductive thinking into curriculum
3.43	3.38	4.43	37. Write behavioral objectives
3.41	3.43	3.75	38. Administer appropriate diagnostic tests
3.67	3.86	4.14	39. Utilize results of diagnostic tests
4.37	3.88	4.64	40. Utilize audio-visual aids
3.60	3.63	4.29	41. Incorporate business and industrial manuals in curriculum
3.52	3.38	4.00	42. Utilize results of achievement tests
3.49	3.13	4.64	43. Complete a two-year course of study
4.19	4.25	4.79	44. Organize a weekly plan of instruction
4.16	4.00	4.86	45. Construct a system of reporting student progress to students and parents
4.32	4.00	4.79	46. Locate instructional materials
4.41	4.13	4.79	47. Select instructional materials
3.64	3.13	3.86	48. Contact reading resources and publication houses
4.08	4.25	4.93	49. Construct a lesson plan
			CLASSROOM MANAGEMENT:
3.11	3.50	3.31	50. Give a lecture
3.81	3.88	4.54	51. Present a demonstration
4.56	4.50	4.92	52. Conduct a student conference
3.61	3.88	3.77	53. Design and organize the physical plan of a classroom

ONE Teachers	ONE Supervisors	ONE Teacher Educators		COMPETENCY
3.84	4.25	4.54	54.	Group students for small group instruction
3.77	3.25	4.00	55.	Develop a system of material storage
2.99	2.57	4.54	56.	Develop a schedule for cleaning work areas
4.10	4.38	4.08	57.	Moderate student discussion of sensitive issues
3.97	4.25	4.62	58.	Prepare a schedule of activities
3.99	4.38	4.69	59.	Chart student progress
4.35	4.25	4.62	60.	Identify emotional factors that affect classroom environment
4.56	4.63	4.62	61.	Develop a system of recording attendance
4.35	4.63	4.69	62.	Determine effectiveness of instruction
4.37	4.43	4.62	63.	Utilize available classroom facilities
4.25	3.75	4.38	64.	Operate audio-visual equipment
3.08	2.88	3.38	65.	Implement team teaching
3.82	3.75	4.15	66.	Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"
4.13	4.85	3.85	67.	Employ oral questioning techniques
3.58	3.38	3.86	68.	Employ role-playing and simulation techniques
3.49	3.25	4.00	69.	Employ project method of learning
3.52	3.75	4.38	70.	Establish a student tutoring program
3.91	3.88	4.50	71.	Utilize problem-solving strategies
3.42	3.25	4.36	72.	Construct a procedure for job relocation or rotation
4.62	4.50	4.57	73.	Evaluate student progress at a training station
4.35	4.25	4.71	74.	Identify entry level jobs in the community
4.66	4.25	4.64	75.	Develop a process and a procedure for student selection
4.49	4.63	4.64	76.	Conduct a successful home visitation
4.23	4.50	4.43	77.	Conduct a parent-teacher conference
4.50	4.75	4.64	78.	Establish a policy and procedure for job placement
3.99	4.00	4.00	79.	Conduct teacher-to-teacher conference
3.40	3.25	3.93	80.	Coordinate activities with participating schools
3.79	3.75	3.86	81.	Develop public relation literature

OWE Teachers	OWE Supervisors	OWE Teacher Educators	COMPETENCY
3.66	4.50	4.50	82. Develop student training plans
3.92	4.13	3.86	83. Inform employer of student in-school progress
4.31	4.25	4.36	84. Inform employers of their responsibilities
4.17	4.13	4.38	85. Inform parents of their responsibilities
3.95	3.88	4.23	86. Involve the family as a primary source of student reinforcement
3.89	3.38	3.85	87. Inform school officials of their responsibilities
			REMEDIATION:
4.00	4.13	4.15	88. Identify emotional factors which contribute to reading difficulties
3.99	4.00	4.00	89. Identify intellectual factors which contribute to reading difficulties
4.12	4.00	4.31	90. Assess student reading level
4.01	4.00	4.15	91. Diagnose reading problems
4.07	3.75	4.23	92. Prescribe remedial math activities
4.11	3.75	4.15	93. Prescribe remedial reading activities
4.01	3.75	4.23	94. Assess student comprehension of math concepts
3.89	3.71	4.08	95. Devise alternative methods of grading
4.19	4.13	4.08	96. Incorporate world of work into math instruction
3.93	4.25	4.15	97. Evaluate student reading progress
3.96	3.88	3.83	98. Identify physical factors which contribute to reading difficulties
3.65	3.63	3.67	99. Administer appropriate diagnostic reading tests
3.85	3.63	3.69	100. Diagnose specific reading difficulties
3.90	3.38	3.54	101. Identify educational factors that contribute to reading difficulties
			COUNSELING:
3.86	3.50	3.64	102. Interpret results of vocational tests
4.03	3.75	4.36	103. Devise problem-solving techniques
4.10	4.00	4.00	104. Identify symptoms of drug abuse
4.18	4.13	4.07	105. Locate help for drug related problems
4.08	3.88	3.93	106. Develop value clarification strategies
4.05	3.63	3.93	107. Identifying counseling technique
3.08	2.25	3.21	108. Inform students of scholarships and grants available

OWE Teachers	OWE Supervisors	OWE Teacher Educators		COMPETENCY
3.73	3.75	3.86	109.	Conduct orientation for available academic and vocational programs
3.93	3.38	4.43	110.	Identify requirements of local vocational programs
4.28	3.38	4.29	111.	Assess the ability of individual to modify his or her behavior
4.11	3.75	4.08	112.	Direct students into alternative programs

STATISTICAL ANALYSIS*

Special Needs Programs

1. Teacher's Importance Scale
2. Teacher's Frequency Scale
3. Rank Order of Teacher Competencies
4. Importance Scale - Teachers and Supervisors Comparison
5. Importance and Frequency Scores for Teachers of the Handicapped and Teachers of the Disadvantaged.

* The results of the first four scales are based upon total scores of all special needs teachers, which includes two groups; teachers of the handicapped and teachers of the disadvantaged. The fifth scale presents data on teachers of the handicapped and the disadvantaged separately.

SPECIAL NEEDS IMPORTANCE SCALE

COMPETENCY	SPECIAL NEEDS MEAN	Percentage Distribution of Response 1 NO	2 LITTLE	3 SOME	4 CONSIDERABLE	5 GREAT
PROGRAM MANAGEMENT:						
1. Estimate cost of materials	3.71	4	11	29	23	34
2. Implement program modifications	4.22	1	2	14	39	44
3. Research current trends in business and industry	3.42	6	14	34	22	23
4. Establish a plan for continuing professional in-service education	3.75	10	3	22	34	31
5. Assist students in scheduling adjustments	3.96	3	5	24	29	38
6. Organize a club program	2.46	27	29	22	15	6
7. Organize an advisory committee	3.24	15	14	29	18	25
8. Maintain a personal data file for each student	4.63	.6	1	7	17	74
9. Develop a presentation on program philosophy and goals	3.96	4	5	20	34	37
10. Identify learning disabilities	4.64	.6	.6	7	18	74
11. Publicize program in school	3.84	4	6	24	35	31
12. Publicize program in community	4.11	.6	4	19	37	39
13. Identify personality patterns	4.12	1	6	14	38	41
14. Conduct a PRIDE review	3.30	12	13	30	24	22
15. Identify resource people	3.92	3	4	23	40	30
16. Identify possible field trip sites	3.50	10	6	28	36	20
17. Complete state reports	3.64	9	7	27	26	31
18. Identify state and federal guidelines	3.76	7	9	21	30	34
19. Prepare a budget	3.68	12	8	19	23	39
20. Develop a filing system	4.20	2	5	13	32	48
21. Compile accurate, up-to-date records	4.60	1	0	6	22	71
22. Establish student transportation procedures	3.30	19	10	21	20	30

COMPETENCY	SPEC/NDS	1	2	3	4	5
23. Develop positive reinforcement techniques	4.62	0	.6	6	24	69
24. Arrange guided field experiences	3.66	10	4	23	38	25
25. Communicate individual subject goals to faculty and administration	3.83	5	6	23	32	34
26. Coordinate activities with law enforcement agencies and the courts	2.73	23	19	29	19	10
27. Organize and/or conduct a local program review	3.03	17	12	34	27	11
28. Conduct a student follow-up study	3.97	4	4	17	38	36
29. Conduct an employer appreciation program	3.17	19	13	23	10	24
30. Develop local program objectives	4.04	5	6	13	31	44
CURRICULUM.						
31. Estimate time sequence for a unit of instruction	4.01	2	4	22	35	37
32. Develop a unit plan	4.28	3	2	10	35	50
33. Construct instruments to evaluate instructional objectives	4.09	3	6	15	36	42
34. Organize a unit of instruction on career education	3.85	6	7	16	40	32
35. Imcorporate deductive thinking into curriculum	3.85	4	5	26	32	33
36. Incorporate inductive thinking into curriculum	3.81	4	3	29	34	29
37. Write behavioral objectives	3.87	5	5	20	36	34
38. Administer appropriate diagnostic tests	3.91	6	5	17	34	38
39. Utilize results of diagnostic tests	4.07	4	3	18	33	43
40. Utilize audio-visual aids	4.21	1	2	19	30	48
41. Incorporate business and industrial manuals in curriculum	3.47	10	5	33	30	21
42. Utilize results of achievement tests	3.70	5	7	35	23	31

COMPETENCY	SPEC/NDS	1	2	3	4	5
43. Complete a two-year course of study	3.12	22	12	21	21	24
44. Organize a weekly plan of instruction	4.27	3	3	8	34	51
45. Construct a system of reporting student progress to students and parents	4.12	5	3	14	33	46
46. Locate instructional materials	4.31	2	3	11	32	53
47. Select instructional materials	4.34	4	.6	9	32	55
48. Contact reading resources and publication houses	3.54	8	7	34	27	25
49. Construct a lesson plan	4.23	4	5	12	23	56
CLASSROOM MANAGEMENT:						
50. Give a lecture	3.36	9	12	32	26	20
51. Present a demonstration	4.15	2	3	21	26	48
52. Conduct a student conference	4.37	1	.6	13	29	55
53. Design and organize the physical plan of a classroom	3.73	8	6	22	31	32
54. Group students for small group instruction	4.14	4	3	14	35	45
55. Develop a system of material storage	3.97	4	3	26	27	40
56. Develop a schedule for cleaning work areas	3.67	8	10	22	26	34
57. Moderate student discussion of sensitive issues	3.93	4	3	22	38	33
58. Prepare a schedule of activities	4.14	2	5	18	28	47
59. Chart student progress	4.43	1	2	9	28	59
60. Identify emotional factors that affect classroom environment	4.45	.6	.6	9	33	57
61. Develop a system of recording attendance	4.39	3	2	9	23	62
62. Determine effectiveness of instruction	4.56	.6	2	3	29	65
63. Utilize available classroom facilities	4.45	1	1	10	26	62

COMPETENCY	SPEC/NDS	1	2	3	4	5
64. Operate audio-visual equipment	4.04	3	4	21	29	43
65. Implement team teaching	3.39	11	14	20	34	20
66. Stimulate learning through "brain-storming", "buzz groups", and "question box techniques"	3.34	8	12	34	29	17
67. Employ oral questioning techniques	4.19	3	4	14	29	50
68. Employ role-playing and simulation techniques	3.58	8	5	32	31	24
69. Employ project method of learning	3.60	10	4	26	35	25
70. Establish a student tutoring program	3.51	11	7	28	27	27
71. Utilize problem-solving strategies	4.01	4	3	21	33	39
72. Construct a procedure for job relocation or rotation	3.41	20	7	14	33	27
73. Evaluate student progress at a training station	3.84	16	2	11	22	48
74. Identify entry level jobs in the community	3.60	16	4	19	29	33
75. Develop a process and a procedure for student selection	3.86	12	5	10	32	42
76. Conduct a successful home visitation	3.29	19	13	15	25	27
77. Conduct a parent-teacher conference	3.76	13	3	20	25	40
78. Establish a policy and procedure for job placement	3.63	21	2	13	22	42
79. Conduct teacher-to-teacher conferences	3.87	6	2	27	30	35
80. Coordinate activities with participating schools	3.47	16	5	23	29	27
81. Develop public relations literature	3.46	12	8	29	25	26
82. Develop student training plans	3.79	14	5	13	25	23
83. Inform employer of student in-school progress	3.17	25	4	24	25	23
84. Inform employers of their responsibilities	3.28	28	3	13	23	32

COMPETENCY	SPEC/NDS	1	2	3	4	5
85. Inform parents of their responsibilities	3.62	15	5	15	33	32
86. Involve the family as a primary source of student reinforcement	3.81	11	4	15	35	35
87. Inform school officials of their responsibilities	3.56	11	6	25	31	27
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	4.18	3	4	11	34	47
89. Identify intellectual factors which contribute to reading difficulties	4.22	2	5	11	33	49
90. Assess student reading level	4.24	5	.7	12	30	52
91. Diagnose reading problems	4.10	9	0	13	26	51
92. Prescribe remedial math activities	3.96	9	.7	17	39	40
93. Prescribe remedial reading activities	4.07	7	1	16	29	47
94. Assess student comprehension of math concepts	3.86	11	2	16	30	40
95. Devise alternative methods of grading	3.85	8	3	17	39	33
96. Incorporate world of work into math instruction	3.89	12	4	12	29	43
97. Evaluate student reading progress	3.96	9	2	15	33	41
98. Identify physical factors which contribute to reading difficulties	4.09	5	2	16	32	45
99. Administer appropriate diagnostic reading tests	3.98	11	.8	14	28	46
100. Diagnose specific reading difficulties	3.98	11	.7	15	27	46
101. Identify educational factors that contribute to reading difficulties	4.06	7	1	15	30	46
COUNSELING:						
102. Interpret results of vocational tests	3.73	11	5	18	33	33

COMPETENCY	SPEC/NDS	1	2	3	4	5
103. Devise problem-solving techniques	3.92	4	4	22	35	35
104. Identify symptoms of drug abuse	3.96	5	3	25	26	41
105. Locate help for drug related problems	3.94	8	2	18	30	41
106. Develop value clarification strategies	3.87	7	2	22	35	34
107. Identifying counseling technique	3.73	9	5	21	33	32
108. Inform students of scholarships and grants available	3.50	15	7	19	28	31
109. Conduct orientation for available academic and vocational programs	3.72	11	5	20	30	34
110. Identify requirements of local vocational programs	3.90	9	3	13	38	37
111. Assess the ability of individual to modify his or her behavior	4.32	1	2	11	34	54
112. Direct students into alternative programs	3.94	6	3	19	35	37

SPECIAL NEEDS FREQUENCY SCALE

COMPETENCY	Spec/Nds Mean	Percentage Distribution of Response 1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
PROGRAM MANAGEMENT						
1. Estimate cost of materials	2.52	7	57	21	8	7
2. Implement program modifications	3.23	2	36	18	25	19
3. Research current trends in business and industry	2.44	16	49	19	8	8
4. Establish a plan for continuing professional in-service eduation	2.17	18	56	19	4	3
5. Assist students in scheduling adjustments	2.95	6	43	19	14	19
6. Organize a club program	1.64	53	36	7	4	6
7. Organize an advisory committee	1.77	36	51	12	6	0
8. Maintain a personal data file for each student	4.10	2	10	15	21	52
9. Develop a presentation on program philosophy	2.44	5	64	19	6	6
10. Identify learning disabilities	3.73	2	25	15	15	44
11. Publicize program in school	2.68	7	51	22	10	11
12. Publicize program in community	2.58	6	58	22	6	8
13. Identify personality patterns	3.60	5	27	12	14	42
14. Conduct a PRIDE review	2.04	31	49	9	6	5
15. Identify resource people	2.63	5	50	29	16	7
16. Identify possible field trip sites	2.39	12	52	25	7	4
17. Complete state reports	2.27	13	61	16	6	4

COMPETENCY	Spec/Nds Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
18. Identify state and federal guidelines	2.37	15	5[illegible]	19	3	9
19. Prepare a budget	2.01	27	52	17	1	3
20. Develop a filing system	3.43	3	34	13	17	33
21. Compile accurate, up-to-date records	4.19	1	7	17	20	54
22. Establish student transportation procedures	2.57	33	26	12	11	19
23. Develop positive reinforcement techniques	4.41	6	9	6	16	68
24. Arrange guided field experiences	2.43	17	50	26	11	5
25. Communicate individual subject goals to faculty and administration	2.73	9	44	19	20	8
26. Coordinate activities with law enforcement agencies and the courts	1.75	44	43	8	3	2
27. Organize and/or conduct a local program review	1.76	37	50	13	0	0
28. Conduct a student follow-up study	2.25	16	56	18	6	4
29. Conduct an employer appreciation program	1.68	48	40	9	2	1
30. Develop local program objectives	2.47	17	42	29	3	10
CURRICULUM:						
31. Estimate time sequence for a unit of instruction	3.40	5	24	19	32	21
32. Develop a unit plan	3.27	[illegible]	17	32	38	8
33. Construct instruments to evaluate instructional objectives	2.93	11	30	26	22	11
34. Organize a unit of instruction on career education	2.32	14	58	15	9	5

COMPETENCY	Spec/Nds Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
35. Incorporate deductive thinking into curriculum	3.37	7	30	15	18	31
36. Incorporate inductive thinking into curriculum	3.30	7	32	13	20	28
37. Write behavior objectives	2.81	13	36	18	24	9
38. Administer appropriate diagnostic tests	2.48	18	45	14	14	8
39. Utilize results of diagnostic tests	3.22	9	33	13	16	29
40. Utilize audio-visual aids	3.68	4	23	9	30	35
41. Incorporate business and industrial manuals in curriculum	2.64	18	40	14	16	12
42. Utilize results of achievement tests	2.66	13	49	12	11	15
43. Complete a two-year course of study	1.75	44	43	8	3	2
44. Organize a weekly plan of instruction	3.70	5	10	3	76	6
45. Construct a system of reporting student progress to students and parents	2.74	8	30	49	7	7
46. Locate instructional materials	3.68	3	17	20	32	28
47. Select instructional materials	3.64	5	19	15	29	32
48. Contact reading resources and publication houses	2.19	15	58	21	3	3
49. Construct a lesson plan	4.01	5	12	5	31	46
CLASSROOM MANAGEMENT:						
50. Give a lecture	3.04	11	39	5	22	23
51. Present a demonstration	3.70	3	26	5	27	38
52. Conduct a student conference	3.51	2	28	13	32	25
53. Design and organize the physical plan of a classroom	2.51	12	55	14	11	9

COMPETENCY	Spec/Nds 1 Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
54. Group students for small group instruction	3.71	4	26	6	24	40
55. Develop a system of material storage	3.01	5	45	15	14	21
56. Develop a schedule for cleaning work areas	3.51	12	23	5	21	38
57. Moderate student discussion of sensitive issues	3.14	5	42	7	26	20
58. Prepare a schedule of activities	3.77	3	18	12	31	35
59. Chart student progress	4.10	2	10	11	30	46
60. Identify emotional factors that affect classroom environment	4.03	3	22	4	11	60
61. Develop a system of recording attendance	4.49	2	12	1	4	81
62. Determine effectiveness of instruction	4.04	6	13	12	30	44
63. Utilize available classroom facilities	4.51	1	7	7	9	76
64. Operate audio-visual equipment	3.57	5	22	10	35	28
65. Implement team teaching	2.61	23	40	8	13	17
66. Stimulate learning through "brain-storming," "buzz groups," and "question box techniques"	2.73	19	32	13	28	[illegible]
67. Employ oral questionning techniques	4.14	4	14	5	18	59
68. Employ role-playing and simulation techniques	2.99	11	34	15	24	16
69. Employ project method of learning	2.90	10	44	11	13	21
70. Establish a student tutoring program	2.70	19	39	12	13	17
71. Utilize problem-solving strategies	3.55	5	31	7	19	38

COMPETENCY	Spec/Nds Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
72. Construct a procedure for job relocation or rotation	2.61	35	17	14	22	13
73. Evaluate student progress at a training station	3.18	28	9	11	20	32
74. Identify entry level jobs in the community	2.43	21	38	23	11	6
75. Develop a process and a procedure for student selection	2.46	21	39	20	11	8
76. Conduct a successful home visitation	1.92	38	43	10	6	3
77. Conduct a parent-teacher conference	2.10	23	55	13	7	2
78. Establish a policy and procedure for job placement	2.12	36	35	15	7	6
79. Conduct teacher-to-teacher conferences	3.07	9	35	17	18	21
80. Coordinate activities with participating schools	2.29	31	33	20	8	8
81. Develop public relations literature	1.99	30	49	14	4	2
82. Develop student training plans	2.66	23	31	15	15	15
83. Inform employer of student in-school progress	2.09	41	23	24	9	3
84. Inform employers of their responsibilities	1.89	48	17	15	8	2
85. Inform parents of their responsibilities	2.14	26	48	18	7	3
86. Involve the family as a primary source of student reinforcement	2.37	17	49	20	8	6
87. Inform school officials of their responsibilities	2.21	25	46	77	5	6

COMPETENCY	Spec/Nds Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
REMEDIATION:						
88. Identify emotional factors which contribute to reading difficulties	3.14	12	36	10	10	32
89. Identify intellectual factors which contribute to reading difficulties	3.05	11	40	9	13	27
90. Assess student reading level	2.86	14	37	13	19	17
91. Diagnose reading problems	2.74	23	32	11	15	19
92. Prescribe remedial math activities	2.93	7	34	9	18	22
93. Prescribe remedial reading activities	3.19	15	29	6	20	29
94. Assess student comprehension of math concepts	2.93	18	30	12	20	20
95. Devise alternative methods of grading	2.75	13	43	15	15	14
96. Incorporate world of work into math instruction	3.01	22	28	4	19	27
97. Evaluate student reading progress	2.92	20	27	15	15	22
98. Identify physical factors which contribute to reading difficulties	2.81	18	39	9	12	22
99. Administer appropriate diagnostic reading tests	2.22	30	44	11	1	14
100. Diagnose specific reading difficulties	2.54	30	31	11	10	18
101. Identify educational factors that contribute to reading difficulties	2.77	23	34	12	7	24
COUNSELING:						
102. Interpret results of vocational tests	2.12	30	47	10	7	6

COMPETENCY	Spec/Nds Mean	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
103. Devise problem-solving techniques	3.15	11	32	12	20	25
104. Identify symptoms of drug abuse	2.85	13	47	8	6	26
105. Locate help for drug related problems	2.31	25	49	9	6	12
106. Develop value clarification strategies	2.85	14	38	15	16	17
107. Identifying counseling technique	2.70	20	38	11	14	17
108. Inform students of scholarships and grants available	2.10	29	47	15	4	5
109. Conduct orientation for available academic and vocational programs	2.26	22	51	10	13	4
110. Identify requirements of local vocational programs	2.49	16	48	17	11	9
111. Assess the ability of individual to modify his or her behavior	3.38	6	31	10	23	29
112. Direct students into alternative programs	2.53	13	15	18	0	10

RANK ORDER OF TEACHER COMPETENCIES
BASED ON IMPORTANCE SCALE
SPECIAL NEEDS TEACHERS

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of Means
1	#10 - Identify learning disabilities	4.64
2	# 8 - Maintain data file for each student	
3	#23 - Develop positive reinforcement techniques	
4	#21 - Compile accurate up-to-date records	
5	#62 - Determine effectiveness of instruction	
6	a.#63 - Utilize available classroom facilities	
	b.#60 - Identify emotional factors affecting classroom environment	
7	#59 - Chart student progress	
8	#61 - Develop a system of recording attendance	
9	#52 - Conduct a student conference	
10	#47 - Select instructional materials	4.34
11	#111- Assess ability of individual to modify his behavior	
12	#46 - Locate instructional materials	
13	#32 - Develop a unit plan	
14	#44 - Organize a weekly plan of instruction	
15	#90 - Assess student reading level	4.24
16	#49 - Construct a lesson plan	
17	# 2 - Implement program modifications	
18	#89 - Identify intellectual factors contributing to reading difficulties	
19	#40 - Utilize audio-visual aids	
20	#20 - Develop a filing system	4.20
21	#67 - Employ oral questioning techniques	
22	#88 - Identify emotional factors contributing to reading difficulties	
23	#51 - Present a demonstration	
24	a.#58 - Prepare a schedule of activities	
	b.#54 - Group students for small group instruction	
25	a.#45 - Construct a system of reporting student progress to students and parents	
	b.#13 - Identify personality patterns	
26	#12 - Publicize program in the community	
27	#91 - Diagnose reading problems	
28	a.#33 - Construct instruments to evaluate instructional objectives	
	b.#98 - Identify physical factors contributing to reading difficulties	
29	a.#39 - Utilize results of diagnostic tests	4.07
	b.#93 - Prescribe remedial reading activities	
30	#101- Identify educational factors contributing to reading difficulties	
31	a.#30 - Develop local program objectives	
	b.#64 - Operate audio-visual equipment	
32	a.#31 - Estimate time sequence for a unit of instruction	
	b.#71 - Utilize problem-solving strategies	
33	a.#99 - Administer appropriate diagnostic reading tests	
	b.#100- Diagnose specific reading difficulties	
34	a.#28 - Conduct a student follow-up study	
	b.#55 - Develop a system of material storage	

Ranking Highest to Lowest	COMPETENCY	Selected Ranges of Means
35	a.# 5 - Assist students in scheduling adjustments	
	b.#104- Identify symptoms of drug abuse	
	c.#92 - Prescribe remedial math activities	
	d.#97 - Evaluate student reading progress	
	e.# 9 - Develop presentation on program philosophy and goals	
36	a.#105- Locate help for drug related problems	
	b.#112- Direct students into alternative programs	
37	#57 - Moderate student discussion of sensitive issues	
38	a.#103- Devise problem-solving techniques	
	b.#15 - Identify resource people	
39	#38 - Administer appropriate diagnostic tests	
40	#110- Identify requirements of local vocational programs	
41	#96 - Incorporate world of work into math instruction	
42	a.#106- Develop value clarification strategies	
	b.#79 - Conduct teacher to teacher conferences	
	c.#37 - Write behavioral objectives	
43	a.#75 - Develop a process and procedure for student selection	3.86
	b.#94 - Assess student comprehension of math concepts	
44	a.#34 - Organize a unit of instruction on career education	
	b.#95 - Devise alternative methods for grading	
	c.#35 - Incorporate deductive thinking into curriculum	
45	a.#73 - Evaluate student progress at a training station	
	b.#11 - Publicize program in school	
46.	#25 - Communicate individual subject goals to faculty and administration	
47	a.#86 - Involve family as the primary source of student reinforcement	3.91
	b.#36 - Incorporate inductive thinking into curriculum	
48	#82 - Develop student training plans	
49	a.#77 - Conduct a parent-teacher conference	
	b.#18 - Identify state and federal guidelines	
50	# 4 - Establish a plan for continuing professional in-service education	3.75
51	a.#107- Identify counseling technique	
	b.#102- Interpret results of vocational tests	
	c.#53 - Design and organize the physical plan of a classroom	
52	#109- Conduct orientation for available academic and vocational programs	
53	# 1 - Estimate cost of materials	
54	#42 - Utilize results of achievement tests	
55	#19 - Prepare a budget	
56	#56 - Develop a schedule for cleaning work areas	
57	#24 - Arrange guided field experiences	
58	#17 - Complete state reports	
59	#78 - Establish a policy and procedure for job placement	
60	#85 - Inform parents of their responsibilities	
61	a.#74 - Identify entry level jobs in the community	
	b.#69 - Employ project method of learning	
62	#68 - Employ role-playing and simulation techniques	
63	#87 - Inform school officials of their responsibilities	
64	#48 - Contact reading resources and publication houses	
65	#70 - Establish a student tutoring program	
66	a.#16 - Identify possible field trip sites	
	b.#108- Inform students of scholarships and grants available	

Ranking Highest to Lowest	COMPETENCY	125 Selected Ranges of Means
67	a. #41 - Incorporate business and industrial manuals in curriculum	
	b. #80 - Coordinate activities with participating schools	
68	#81 - Develop public relations literature	
69	# 3 - Research current trends in business and industry	
70	#72 - Construct a procedure for job relocation or rotation	
71	#65 - Implement team teaching	
72	#50 - Give a lecture	3.36
73	#66 - Stimulate learning through "brainstorming", "buzz groups" and "question box techniques"	
74	a. #22 - Establish student transportation procedures	
	b. #14 - Conduct a PRIDE review	
75	#76 - Conduct a successful home visit	
76	#84 - Inform employers of their responsibilities	
77	# 7 - Organize an advisory committee	3.24
78	a. #29 - Conduct an employer appreciation program	
	b. #83 - Inform employer of student in-school progress	
79	#43 - Complete a two-year course of study	
80	#27 - Organize and/or conduct a local program review	3.03
81	#26 - Coordinate activities with law enforcement agencies	
82	# 6 - Organize a club program	2.46

IMPORTANCE SCALE
SPECIAL NEEDS, TEACHERS AND SUPERVISORS
(mean scores)

Special Needs Teachers	Special Needs Supervisors	COMPETENCY
		PROGRAM MANAGEMENT:
3.71	4.20	1. Estimate cost of materials
4.22	4.60	2. Implement program modifications
3.42	3.40	3. Research current trends in business and industry
3.75	4.33	4. Establish a plan for continuing professional in-service education
3.96	3.80	5. Assist students in scheduling adjustments
2.46	3.00	6. Organize a club program
3.24	4.80	7. Organize an advisory committee
4.63	3.60	8. Maintain a personal data file for each student
3.96	4.40	9. Develop a presentation on program philosophy and goals
4.64	4.20	10. Identify learning disabilities
3.84	4.20	11. Publicize program in school
4.11	4.40	12. Publicize program in community
4.12	3.60	13. Identify personality patterns
3.30	4.00	14. Conduct a PRIDE review
3.92	4.80	15. Identify resource people
3.50	3.80	16. Identify possible field trip sites
3.64	4.40	17. Complete state reports
3.76	4.40	18. Identify state and federal guidelines
3.68	4.60	19. Prepare a budget
4.20	4.40	20. Develop a filing system
4.60	4.80	21. Compile accurate, up-to-date records
3.30	4.20	22. Establish student transportation procedures
4.62	4.20	23. Develop positive reinforcement techniques
3.66	3.80	24. Arrange guided field experiences
3.83	4.40	25. Communicate individual subject goals to faculty and administration
2.73	4.20	26. Coordinate activities with law enforcement agencies and the courts

Special Neess Teachers	Special Needs Supervisors	COMPETENCY
3.03	4.40	27. Organize and/or conduct a local program review
3.97	4.60	28. Conduct a student follow-up study
3.17	3.25	29. Conduct an employer appreciation program
4.40	4.60	30. Develop local program objectives
		CURRICULUM:
4.01	3.00	31. Estimate time sequence for a unit of instruction
4.28	3.75	32. Develop a unit plan
4.09	4.50	33. Construct instruments to evaluate instructional objectives
3.85	3.50	34. Organize a unit of instruction on career education
3.85	3.50	35. Incorporate deductive thinking into curriculum
3.00	3.50	36. Incorporate inductive thinking into curriculum
3.87	4.75	37. Write behavioral objectives
3.91	3.60	38. Administer appropriate diagnostic tests
4.07	4.00	39. Utilize results of diagnostic tests
4.21	4.00	40. Utilize audio-visual aids
3.47	4.00	41. Incorporate business and industrial manuals in curriculum
3.70	4.00	42. Utilize results of achievement tests
3.12	3.00	43. Complete a two-year course of study
4.27	3.75	44. Organize a weekly plan of instruction
4.12	4.25	45. Construct a system of reporting student progress to students and parents
4.31	3.80	46. Locate instructional materials
4.34	4.40	47. Select instructional materials
3.54	4.00	48. Contact reading resources and publication houses
4.23	4.25	49. Construct a lesson plan
		CLASSROOM MANAGEMENT:
3.36	3.40	50. Give a lecture
4.15	4.20	51. Present a demonstration
4.37	4.50	52. Conduct a student conference
3.73	4.40	53. Design and organize the physical plan of a classroom

Special Needs Teachers	Special Needs Supervisors	COMPETENCY
4.14	4.00	54. Group students for small group instruction
3.97	3.00	55. Develop a system of material storage
3.67	2.75	56. Develop a schedule for cleaning work areas
3.93	3.75	57. Moderate student discussion of sensitive issues
4.14	4.00	58. Prepare a schedule of activities
4.43	4.00	59. Chart student progress
4.45	4.50	60. Identify emotional factors that affect classroom environment
4.39	4.00	61. Develop a system of recording attendance
4.56	4.75	62. Determine effectiveness of instruction
4.45	4.75	63. Utilize available classroom facilities
4.04	3.75	64. Operate audio-visual equipment
3.39	3.75	65. Implement team teaching
3.34	4.00	66. Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"
4.19	4.00	67. Employ oral questioning techniques
3.58	3.50	68. Employ role-playing and simulation techniques
3.60	4.00	69. Employ project method of learning
3.51	3.50	70. Establish a student tutoring program
4.01	4.25	71. Utilize problem-solving strategies
3.41	4.00	72. Construct a procedure for job relocation or rotation
3.84	4.50	73. Evaluate student progress at a training station
3.60	5.00	74. Identify entry level jobs in the community
3.88	4.60	75. Develop a process and a procedure for student selection
3.29	3.75	76. Conduct a successful home visitation
3.76	4.50	77. Conduct a parent-teacher conference
3.63	4.20	78. Establish a policy and procedure for job placement
3.87	4.60	79. Conduct teacher-to-teacher conferences
3.47	4.25	80. Coordinate activities with participating schools
3.46	3.75	81. Develop public relations literature

Special Needs Teachers	Special Needs' Supervisors	COMPETENCY
3.79	4.33	82. Develop student training plans
3.17	3.67	83. Inform employer of student in-school progress
3.28	4.00	84. Inform employers of thier reponsibilities
3.62	4.33	85. Inform parents of their responsibilities
3.81	4.50	86. Involve the family as a primary source of student reinforcement
3.56	4.50	87. Inform school officials of their responsibilities
		REMEDIATION:
4.18	4.25	88. Identify emotional factors which contribute reading difficulties
4.22	4.25	89. Identify intellectual factors which contribute to reading difficulties
4.24	4.25	90. Assess student reading level
4.10	4.25	91. Diagnose reading problems
3.96	4.25	92. Prescribe remedial math activities
4.07	4.25	93. Prescribe remedial reading activities
3.86	4.25	94. Assess student comprehension of math concepts
3.85	3.75	95. Devise alternative methods of grading
3.89	4.00	96. Incorporate world of work into math instruction
3.96	3.50	97. Evaluate student reading progress
4.09	3.75	98. Identify physical factors which contribute to reading difficulties
3.98	3.50	99. Administer appropriate diagnostic reading tests
3.98	3.75	100. Diagnose specific reading difficulties
4.06	3.75	101. Identify educational factors that contribute to reading difficulties
		COUNSELING:
3.76	4.50	102. Interpret results of vocational tests
3.92	4.33	103. Devise problem-solving techniques
3.96	4.67	104. Identify symptoms of drug abuse
3.94	4.67	105. Locate help for drug related problems
3.87	4.67	106. Develop value clarification strategies
3.73	4.00	107. Identifying counseling technique
3.50	4.33	108. Inform students of scholarships and grants available

Special Needs Teachers	Special Needs Supervisors	COMPETENCY
3.72	4.00	109. Conduct orientation for available academic and vocational programs
3.90	5.00	110. Identify requirements of local vocational programs
4.32	5.00	111. Assess the ability of individual to modify his or her behavior
3.94	5.00	112. Direct students into alternative programs

Mean Scores for Special Needs
Handicapped and Disadvantaged
BASED ON IMPORTANCE SCALE

Importance			Frequency	
Handicapped	Disadvantaged	COMPETENCY	Handicapped	Disadvantaged
		Program Management		
3.67	3.75	1. Estimate cost of materials	2.46	2.52
4.19	4.26	2. Implement program modifications	2.95	3.28
3.47	3.39	3. Research current trends in business and industry	2.30	2.45
3.73	3.76	4. Establish a plan for continuing professional inservice education	2.22	2.11
3.79	4.00	5. Assist students in scheduling adjustments	2.91	2.91
2.58	2.41	6. Organize a club program	1.77	1.59
3.33	3.19	7. Organize an advisory committee	1.84	1.73
4.72	4.59	8. Maintain a personal data file for each student	4.09	4.08
4.12	3.93	9. Develop a presentation on program philosophy and goals	2.58	2.35
4.58	4.66	10. Identify learning disabilities	3.80	3.65
3.72	3.92	11. Publicize program in school	2.56	2.71
4.19	4.08	12. Publicize program in community	2.40	2.56
4.29	4.08	13. Identify personality patterns	3.88	3.46
3.79	3.08	14. Conduct a PRIDE review	2.37	1.90
4.19	3.81	15. Identify resource people	2.90	2.48
3.84	3.40	16. Identify possible field trip sites	2.74	2.29
3.51	3.68	17. Complete state reports	2.23	2.28
3.72	3.75	18. Identify state and federal guidelines	2.25	2.34
3.64	3.72	19. Prepare a budget	2.00	1.99
4.07	4.23	20. Develop a filing system	3.16	3.47
4.53	4.61	21. Compile accurate, up-to-date records	4.12	4.19
3.63	3.12	22. Establish student transportation procedures	2.70	2.48
4.60	4.62	23. Develop positive reinforcement techniques	4.58	4.32
4.05	3.52	24. Arrange guided field experiences	2.98	2.30
4.00	3.77	25. Communicate individual subject goals to faculty and administration	2.73	2.70

Importance			Frequency	
Handicaoped	Disadvantaged	COMPETENCY	Handicapped	Disadvantaged
2.81	2.66	26. Coordinate activities with law enforcement agencies and the courts	1.90	1.66
3.20	2.99	27. Organize and/or conduct a local program review	1.88	1.71
4.21	3.89	28. Conduct a student follow-up study	2.05	2.32
3.50	3.02	29. Conduct an employer appreciation program	1.78	1.58
4.14	4.02	30. Develop local program objectives	2.81	2.30
		CURRICULUM		
4.12	3.94	31. Estimate time sequence for a unit of instruction	3.28	3.43
4.40	4.22	32. Develop a unit plan	3.17	3.27
4.40	4.00	33. Construct instruments to evaluate instructional objectives	3.09	2.83
4.16	3.74	34. Organize a unit of instruction on career education	2.28	2.31
3.77	3.88	35. Incorporate deductive thinking into curriculum	3.33	3.38
3.82	3.81	36. Incorporate inductive thinking into curriculum	3.44	3.27
4.23	3.72	37. Write behavioral objectives	3.07	2.73
3.78	3.98	38. Administer appropriate diagnostic tests	2.15	2.62
4.02	4.14	39. Utilize results of diagnostic tests	3.14	3.30
4.45	4.09	40. Utilize audio-visual aids	4.12	3.46
3.44	3.47	41. Incorporate business and industrial manuals in curriculum	2.74	2.55
3.76	3.70	42. Utilize results of achievement tests	2.46	2.71
3.43	2.98	43. Complete a two-year course of study	1.82	1.70
4.49	4.21	44. Organize a weekly plan of instruction	3.93	3.61
4.32	4.06	45. Construct a system of reporting student progress to students and parents	2.71	2.70
4.21	4.35	46. Locate instructional materials	3.69	3.63
4.10	4.42	47. Select instructional materials	3.61	3.62
3.29	1.63	48. Contact reading resources and publication houses	2.19	2.19
4.38	4.18	49. Construct a lesson plan	4.12	3.95
		Classroom Management		
3.24	3.41	50. Give a lecture	2.74	3.14

Important				Frequency	
Handicapped	Disadvantaged		COMPETENCY	Handicapped	Disadvantaged
4.60	3.99	51.	Present a demonstration	4.19	3.52
4.33	4.36	52.	Conduct a student conference	3.55	3.44
3.67	3.75	53.	Design and organize the physical plan of a classroom	2.32	2.58
4.12	4.18	54.	Group students for small group instruction	3.66	3.73
3.81	4.02	55.	Develop a system of material storage	2.86	3.04
3.60	3.68	56.	Develop a schedule for cleaning work areas	3.60	3.45
3.95	3.92	57.	Moderate student discussion of sensitive issues	3.05	3.17
4.26	4.11	58.	Prepare a schedule of activities	3.83	3.77
4.63	4.36	59.	Chart student progress	4.16	4.07
4.44	4.46	60.	Identify emotional factors that affect classroom environment	4.10	3.97
4.42	4.41	61.	Develop a system of recording attendance	4.57	4.45
4.71	4.52	62.	Determine effectiveness of instruction	4.00	4.03
4.60	4.37	63.	Utilize available classroom facilities	4.66	4.43
4.00	4.04	64.	Operate audio-visual equipment	3.67	3.48
3.74	3.22	65.	Implement team teaching	3.27	2.32
3.56	3.26	66.	Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	3.00	2.61
4.40	4.11	67.	Employ oral questioning techniques	4.51	4.05
3.74	3.51	68.	Employ role-playing and simulation techniques	3.02	2.97
3.72	3.58	69.	Employ project method of learning	3.00	2.86
3.10	3.67	70.	Establish a student tutoring program	2.43	2.78
3.93	4.04	71.	Utilize problem-solving strategies	3.56	3.51
		Coordination			
3.79	3.23	72.	Construct a procedure for job relocation or rotation	3.05	2.36
4.24	3.65	73.	Evaluate student progress at a training station	3.79	2.87
3.87	3.48	74.	Identify entry level jobs in the community	2.58	2.35
3.58	3.95	75.	Develop a process and a procedure for student selection	2.21	2.53

Important			Frequency	
Handicapped	Disadvantaged	COMPETENCY	Handicapped	Disadvantaged
3.38	3.22	76. Conduct a successful home visitation	2.16	1.79
3.95	3.68	77. Conduct a parent-teacher conference	2.23	2.05
4.03	3.47	78. Establish a policy and procedure for job placement	2.32	1.98
4.03	3.82	79. Conduct a teacher-to-teacher conference	3.47	2.89
3.68	3.40	80. Coordinate activities with participating schools	2.64	2.09
3.49	3.46	81. Develop public relations literature	2.14	1.90
4.03	3.72	82. Develop student training plans	2.92	2.54
3.38	3.05	83. Inform employer of student in-school progress	2.24	1.95
3.59	3.11	84. Inform employers of their responsibilities	1.81	1.82
3.89	3.49	85. Inform parents of their responsibilities	1.97	2.15
4.09	3.70	86. Involve the family as a primary source of student reinforcement	2.27	2.35
3.70	3.51	87. Inform school officials of their responsibilities	2.21	2.17
		Remediation		
3.81	4.32	88. Identify emotional factors which contribute to reading difficulties	2.46	3.31
3.89	4.35	89. Identify intellectual factors which contribute to reading difficulties	2.50	3.17
3.89	4.36	90. Assess student reading level	2.31	3.03
3.68	4.23	91. Diagnose reading problems	2.26	2.81
3.69	4.04	92. Prescribe remedial math activities	2.65	2.95
3.63	4.20	93. Prescribe remedial reading activities	2.68	3.30
3.63	3.92	94. Assess student comprehension of math concepts	2.69	2.98
3.65	3.91	95. Devise alternative methods of grading	2.50	2.79
3.94	3.86	96. Incorporate world of work into math instruction	3.03	2.95
3.51	4.14	97. Evaluate student reading progress	2.66	2.99
3.74	4.20	98. Identify physical factors which contribute to reading difficulties	2.41	2.88
3.75	4.01	99. Administer appropriate diagnostic reading tests	2.07	2.33
3.71	4.06	100. Diagnose specific reading difficulties	2.39	2.56

Important			Frequency	
Handicapped	Disadvantaged	COMPETENCY	Handicapped	Disadvantaged
3.74	4.16	101. Identify educational factors that contribute to reading difficulties	2.41	2.82
3.78	3.72	102. Interpret results of vocational tests	2.06	2.09
4.08	3.86	103. Devise problem-solving techniques	3.35	3.09
3.81	4.00	104. Identify symptoms of drug abuse	2.69	2.81
3.92	3.94	105. Locate help for drug related problems	2.37	2.17
3.86	3.86	106. Develop value clarification strategies	2.91	2.75
3.82	3.68	107. Identifying counseling technique	2.70	2.61
3.32	3.58	108. Inform students of scholarships and grants available	2.00	2.10
3.64	3.76	109. Conduct orientation for available academic and vocational programs	2.29	2.19
3.89	3.90	110. Identify requirements of local vocational programs	2.26	2.48
4.57	4.24	111. Assess the ability of individual to modify his or her behavior	3.46	3.29
4.19	3.84	112. Direct students into alternative programs	2.51	2.49

EPDA PROJECT

Results, Conclusions, and Recommendations

EPDA Project
Results - Conclusions

1. Sixty-six (66) competencies, or 59% of the 112 competencies were perceived by all 3 programs as being of considerable importance (3.70+ mean score).

2. Seventy-six (76) competencies, or 68% of the 112 competencies, were perceived by OWA and OWE teachers as being of considerable importance (3.70+ mean score).

3. Teacher responses strongly suggest that, in terms of teacher training needs, the 3 programs are more alike than different.

4. As indicated by teacher and supervisor response, all 112 comptencies were perceived as necessary and valid.

5. All three programs require teachers to possess competencies in a variety of instructional areas. Perhaps the difference between the special needs teacher and the academic teacher lies not in the nature of their skills but rather in the scope and direction of the competencies required of their position. Increased roles for the special needs teacher.

6. All competencies identified are observable and performance oriented.

7. Educators working within each of the three programs surveyed were cooperative and sensitive to the project goals.

8. Response rate, as broken down by geographical areas, was well distributed and representative of Ohio's program placements.

9. Ohio's present certification requirements for OWA and OWE teachers were further supported through this study.

10. The majority of project conclusions and recommendations were based upon the importance scale of the survey. Analysis of the frequency scale was deemphasized due to nature of many competencies.

11. A significant number of competencies related to remedial instruction were ranked high by all three groups.

12. Low priorities were given to the "traditional" components of vocational education programs (i.e., advisory groups, youth organization, program review). Teacher rating of these components was lower than supervisor rating.

Project Recommendations

1. Based upon the similarity of responses by all three groups, but particularly OWA and OWE, separate preservice and inservice programming could be viewed as a duplication of efforts. Future programming should consider extending beyond the boundaries of a given program. This study suggests a need to consider joint programming (OWA, OWE, Special Needs) in regards to common competencies.

2. Based on the results of this competency survey, these 112 competencies could be used in designing future preservice and inservice programs.

3. Specific courses related to remediation as well as other areas of education may prove beneficial to vocational teachers of the handicapped and disadvantaged (i.e., special education and counseling).

4. Priorities of teachers and supervisors must be understood so as to facilitate communication between both groups.

5. Preservice and inservice programming should include an orientation to, and the structure of vocational education in Ohio.

6. Prospective teacher candidates need to be aware of the variety of competencies prior to assuming a teacher position in one of the three programs researched.

7. The competency list could prove useful to local supervisors for inservice programming.

8. The competency list may facilitate one form of evaluation of university teacher education programs.

9. Future research should examine the extreme responses to given competencies and determine the rationale behind such responses.